MINISTRY OF EDUCATION

1998-1999 ANNUAL REPORT

BRITISH COLUMBIA
Ministry of Education

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The report is also available on the Ministry of Education web site: http://www.bced.gov.bc.ca/. Click on "publications".

Canadian Cataloguing in Publication Data
British Columbia. Ministry of Education.
[Annual report (1998)]
Annual report. -- 1997/98-

Annual.
Report year ends June 30.
Continues in part: British Columbia. Ministry of Education, Skills and Training. Annual report. ISSN 1480-2376
ISSN 1481-8442 = Annual report - British Columbia. Ministry of Education. 1998

1. British Columbia. Ministry of Education - Periodicals. 2. Education - British Columbia - Periodicals. I. British Columbia. Ministry of Education, Skills and Training. Annual report. II. Title.

L222.B7A22 353.8'09711'05 C99-960065-6

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To The Honourable Garde Gardom
Lieutenant Governor of the Province of British Columbia

May It Please Your Honour

I have the honour and duty to present the One Hundred and Twenty-Eighth Annual Report of the Ministry of Education, covering the period from July 1, 1998 to June 30, 1999.

Penny Priddy
Minister of Education

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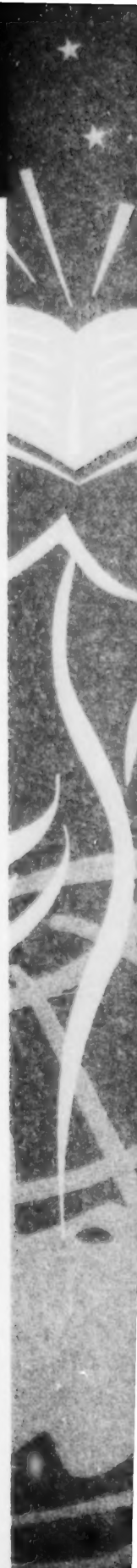

The Government of British Columbia has consistently demonstrated its commitment to improving educational opportunities for students because education provides young people with the foundations necessary to succeed as adults.

We are reducing class sizes in Kindergarten through Grade 3 and increasing the number of new teachers for those classes because we know that reducing class sizes in the earliest years of school is one of the most important ways of improving learning for BC students. With more individual attention and help, students develop stronger reading and writing skills, which are critical to their success in so many areas later in life. In 1998 the ministry made a commitment to reduce Kindergarten to Grade 3 classes, over a five-year period, to no more than 18 students. The first step, taken that year, was to limit Kindergarten enrolment to a maximum of 20 students per class.

Investing in new space and better learning environments is another way to ensure that students are the best educated they can be. In 1998/99 the ministry launched a strategy to reduce the number of portables across the province and replace them with regular classrooms. Four hundred portables were eliminated during the year, putting the ministry on target to cut the number of portables in half by 2002.

The 1998/99 school year also saw 500 more teachers hired, giving students greater access to librarians, counsellors, and support in critical areas like English as a Second Language, special education and learning assistance. And the ministry again financed initiatives to make schools safer by addressing the factors that can lead to violence.

British Columbia is a national leader in protecting and improving education. We remain firmly committed to providing for our children by putting funding and resources where they belong – in the classroom.

Sincerely,

Penny Priddy

ORGANIZATIONAL CHART

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BC's public school system

The Ministry of Education is responsible for setting broad policy directions and overall funding for Kindergarten to Grade 12 (K-12) education in British Columbia, and is accountable to the people of BC for the content and quality of that education. The ministry establishes curriculum and provides educators with guides defining the expected learning outcomes for each subject or course. The ministry also plays an important role in keeping parents and the public informed about what BC's children are learning, how resources are being used, and how students are performing.

The school boards of BC's 59 school districts and the Conseil scolaire francophone de la Colombie-Britannique are responsible for ensuring that schools provide students with opportunities for quality education. Boards are accountable to the public for allocating funds according to local conditions and priorities, and for the quality and cost-effectiveness of the programs they deliver. It is also the responsibility of school boards to ensure that educators follow provincial legislation and policies.

Public schools in British Columbia are funded by provincial grants. They have non-restrictive admission policies and an obligation to meet the needs of all students. Public schools are required to follow the provincially prescribed curriculum and provide instruction in core and elective subjects. Independent schools that meet specific standards consistent with the *Independent School Act* also receive funding.

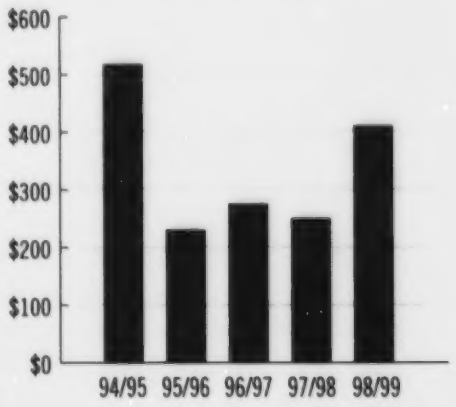
Smaller classes, more teachers

The 1998/99 school year was marked by smaller classes, more teachers, and more classrooms.

Kindergarten classes were reduced from as high as 26 students to a maximum of 20, the first step in a five-year plan that will see K-3 classes averaging 18 students or fewer. BC is the only province in Canada to undertake such an ambitious class size reduction strategy. Smaller classes mean more individual attention and support for students during the critical early years of learning.

To accommodate smaller classes, the strategy provides for more teachers and more classrooms. Some 500 new teachers were hired in 1998/99, and $411 million in capital funding was allocated to create 15,975 new student spaces and reduce the number of portable classrooms in the province. Upon completion of new space construction projects, 514 portables will be eliminated, allowing the ministry to be on target with plans to halve the number of portables over a five-year period ending in 2002.

AMOUNTS OF ANNUAL CAPITAL PLANS (MILLIONS OF DOLLARS)



Source: School Finance and Capital Planning Branch.

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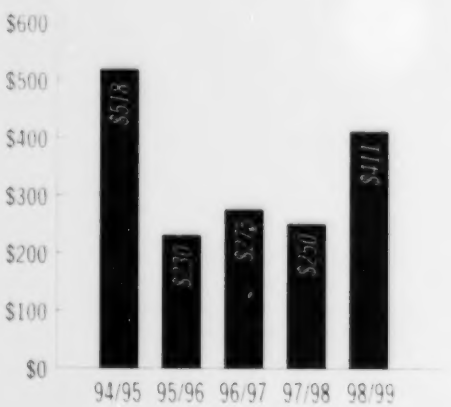

Source: School Finance and Capital Planning Branch

Technology

Computer technology is giving students and educators greater access to information. By the end of the 1998/99 school year, half of BC's public schools had been connected to the Provincial Learning Network (PLNet), a telecommunications network that links secondary and post-secondary institutes and provides access to the Internet, teaching support materials, and advanced forms of distance learning such as video conferencing. All 1,800 public schools are expected to be connected in the summer of 2000.

Under the ministry's Five-Year Education Technology Plan, school districts received over $10 million in direct grants and another $8 million in recommended funding for hardware, software, and training to help students and teachers develop basic skills in information and communication technology.

With the plan due for completion in 2000, the ministry established a broad-based committee – the Teaching, Learning and Education Technology Advisory Committee – to advise on priorities for a comprehensive new plan to guide future investments in K-12 education technology. The new plan will also be influenced by an evaluation of BC's electronically delivered education programs.

Improving education delivery

During 1998/99 the ministry supported or improved a variety of delivery approaches in addition to regular classroom instruction.

- Tuition fees for adult basic education – secondary school completion – at public post-secondary institutions were removed in 1998. About 21,000 students are served by these programs. Another 33,000 students take adult basic education programs offered by school districts; these programs were already tuition-free. (The General Educational Development [GED] testing service provides adults with the GED certificate, an alternative secondary school completion credential.)
- Electronically distributed programs for home-based schooling under the supervision of school districts or distance education schools were planned for 18 sites in the province for 1998/99. Seventeen of these sites became operational and were evaluated in late 1999. The evaluation will help determine future delivery, programming, and mechanisms for further evaluation.
- Open School develops and provides distance education resources for 59 school districts and nine distance education schools. Students in distance education schools complete all or part of their K-12 studies by correspondence or online courses, working at their own pace. School districts use Open School resources to support classroom, alternative education, and teacher professional development programs.
- Home schooling permits students to be taught at home, without direct supervision of an enrolling school.

Awards and scholarships

To encourage achievement and help students make the transition to post-secondary education, the ministry funds numerous scholarships, bursaries, awards, grants, and competitions. Almost $11 million was distributed in 1998/99 through the Passport to Education program (67,364 awards), another $4 million through provincial scholarships (3,915 recipients), and $515,000 through district scholarships (515 issued).

Career and bridging programs

The ministry also supports transition to further education and the workplace through funding for career programs in schools. Career programs include classroom-based activities and work experience which prepare students for entry to the work force, continued studies at school, or entry to a post-secondary institution. Career Preparation, Co-operative Education and Secondary School

Apprenticeship programs were evaluated in 1998. The evaluation report identified benefits to students and successes in program delivery, while highlighting some challenges for the ministry and the delivery system. Among the findings:

- Some career programs are highly integrated with Career and Personal Planning (CAPP), while others are more distinct.
- Stakeholders, including employers, are very supportive of career programs.
- There is a need for the ministry to provide more direction to career programs; outcomes, rather than processes, need to be emphasized.
- Participation is associated with positive learning outcomes for both Aboriginal and non-Aboriginal students although no cause-and-effect relationships have been confirmed. The typical student in career programs has a B average.
- In terms of employment, participation in post-secondary education or further training, there is no statistical difference between students in career programs and those not in career programs who have been out of school for two years.

In partnership with the Ministry of Advanced Education, Training and Technology, the Ministry of Education helps students bridge the gap between secondary school and post-secondary education or the workplace.

- The list of dual-credit courses was expanded in 1998/99. These courses allow Grade 11 and 12 students to get a head start on post-secondary studies by earning credit for approved post-secondary courses while counting these courses toward secondary school graduation. In 1998/99 about 5,000 senior secondary graduates received credit through Advanced Placement or International Baccalaureate courses.
- An evaluation of Applied Academics courses began with the aim of seeing how they can be improved. These courses help students build skills relevant to the workplace.
- Career Pathways projects enable students to proceed from secondary school to certificate and diploma programs and on to degree programs and into the workplace. Each level of programming is connected by formal agreements that have industry endorsement.
- Secondary system representatives are placed on the 68 Provincial Post-secondary Articulation Committees where there are common subject areas across the two systems (see Glossary for definition of articulation).
- Proficiencies or competencies recommended for entry to several post-secondary courses are identified.

Career Technical Centres (CTCs)

CTCs provide a combined secondary and post-secondary program. Students earn their secondary school diploma while simultaneously earning college credits and training for a career. Teachers and instructors are from both the secondary and post-secondary level. CTCs are based on a partnership between community colleges and surrounding school districts. One CTC was operating in 1998/99 (in Abbotsford), three were approved (for Kamloops, Nanaimo, and Prince George) and there were plans for at least five more.

Special Programs

The ministry promotes equity for students with special educational needs. This includes Aboriginal Education, Programme francophone, French Immersion, English as a Second Language (ESL), multicultural, anti-racism, and gender equity programs.

Over $596 million was spent in 1998/99 to improve equity of access for 177,000 students with special educational needs. Eleven per cent of all students receive supplementary support to meet identified special needs, 13 per cent for ESL, and five per cent for Francophone/French Immersion programs. The ministry also provided over $26.5 million to support

5,644 students through Provincial Resource and other programs that address the needs of students with disabilities in unique circumstances.

Aboriginal Education

With an enrolment of 42,000, Aboriginal students made up seven per cent of the students in BC public schools in 1998/99. Numbers have been increasing since 1990 when 23,500 students, or about four and a half per cent of all K-12 students, were identified as Aboriginal. Enrolment and census data show that less that one third of BC's Aboriginal people live on reserves, and that one in five Aboriginal people live within the Greater Vancouver Regional District.

Aboriginal students graduate at less than half the rate of their non-Aboriginal counterparts. School districts receive approximately $38 million annually to support Aboriginal education programming at the school level.

Safe schools

The ministry provided $1 million in new funding for the provincial Safe School Centre, to strengthen existing prevention programs and support the development of new ones. *Focus on Bullying*, a new program launched in 1998, helps students develop skills to address conflicts in a positive, non-violent way.

Assessing performance

A new province-wide assessment of basic skills was administered to all Grades 4, 7 and 10 students in 1999. The Foundation Skills Assessment (FSA) provides a snapshot of how well public and independent school students are doing in reading, writing, and numeracy. Overall, the FSA found that most students are performing at a satisfactory level, and some are exceeding expectations.

Provincial performance standards for reading, writing, numeracy, and social responsibility were developed with the help of teacher groups across the province. These resources, the first of their kind in Canada, give clear examples of what work looks like when students meet expectations for their grade, as well as when performance exceeds or falls below expectations. The standards are intended to help classroom teachers evaluate how students are doing, identify those who may benefit from intervention, and prompt discussion with parents and other teachers about student performance.

Provincial examinations provide a means of assessing Grade 12 student performance in 21 subject areas. In 1998/99, more than 58,000 students wrote over 155,000 provincial examinations.

Every six years, BC public schools take part in the Accreditation Program, which is designed to ensure that schools are continually improving. Parents, educators, and students evaluate how their school has performed in relation to 33 objectives, and develop a growth plan that guides progress toward specific improvements. An evaluation of the program conducted between February and July 1999 indicated that, although there are concerns about the workload it can create, there is generally strong support for accreditation, and that the program which has been in effect since 1997 is better in many ways than the program it replaced.

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KEY AREAS OF PERFORMANCE

Completion

A Grade 12 education is necessary for a career in almost any field today. For most students, secondary school graduation is not the end of their formal education, but an important step leading to further education or training. The skills and knowledge learned in secondary school are also important in developing the student's sense of self and their ability to participate as a contributing member of society.

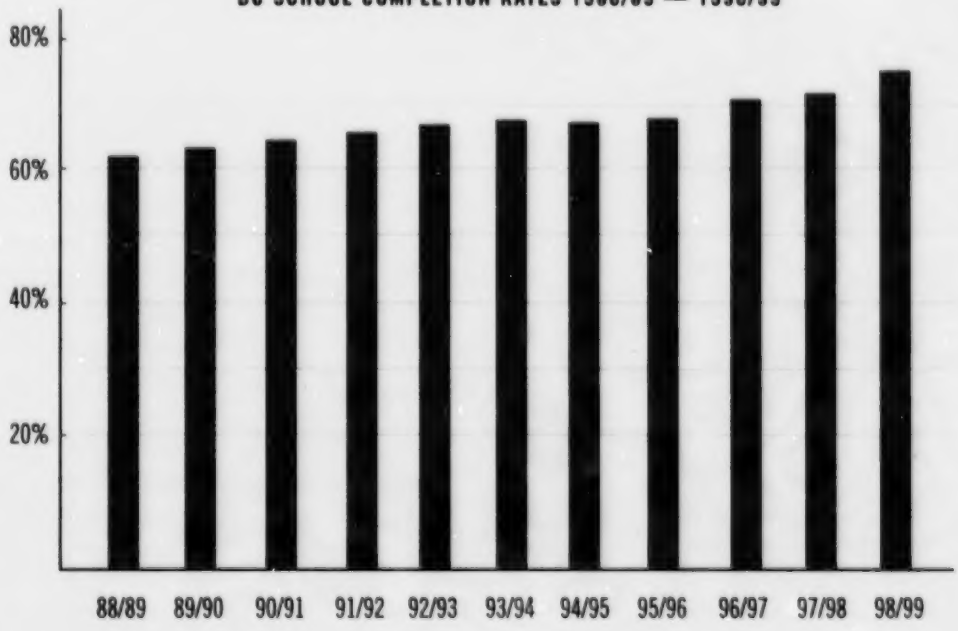
- **The percentage of BC youths graduating from secondary school increased in 1998/99.**

The proportion of all Grade 8 students who continue and complete their secondary school education by receiving a Dogwood Diploma reached 75 per cent in 1998/99, three per cent higher than in the previous year.

- **Female students are more likely to graduate than males.**

The Dogwood completion for males remained below that of females. Only 70 per cent of the male students who started Grade 8 in 1993 graduated with a Dogwood Diploma by 1998/99, compared to 80 per cent of female students. This difference has remained fairly constant for the past decade. For every 100 females starting Grade 8 in 1993 and graduating in 1998/99, there were 94 males who graduated.

BC SCHOOL COMPLETION RATES 1988/89 — 1998/99



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Source: Policy, Planning and Research Branch

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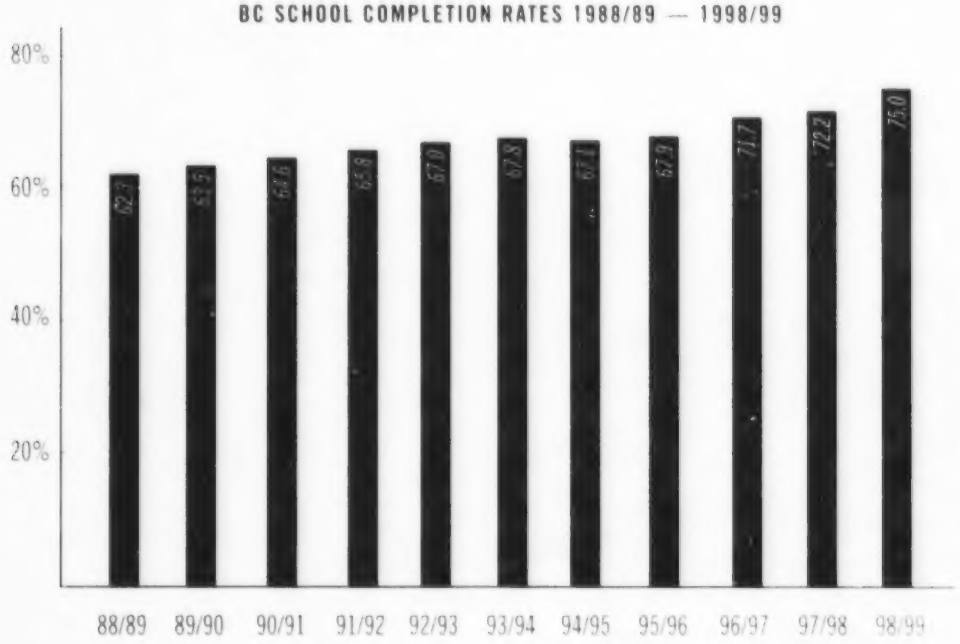

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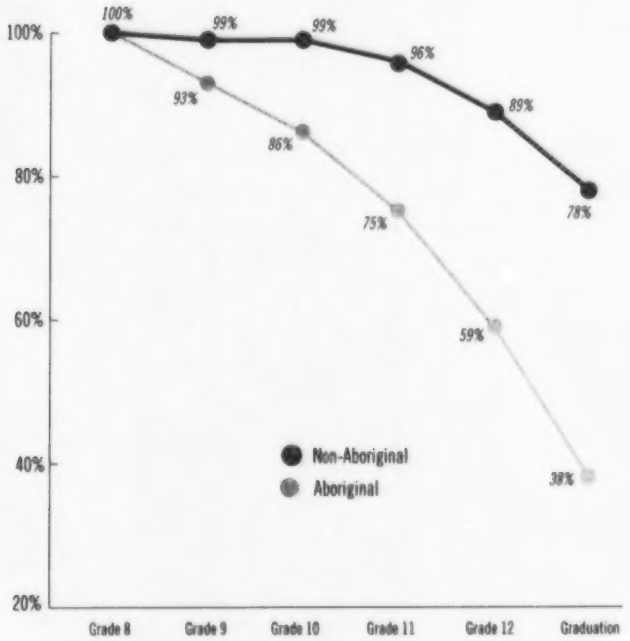
Source: Policy, Planning and Research Branch

- **The graduation rate for Aboriginal students is approximately half the provincial average.**

Only 38 per cent of Aboriginal students entering Grade 8 in 1993 graduated by 1998/99, compared to 78 per cent of their non-Aboriginal counterparts. Completion rates for Aboriginal students were lower in all 59 districts. Eleven districts had a differential of 40 per cent or more; 30 had a differential of 30-39 per cent; only four districts had a differential of less than 10 per cent.

BC SCHOOL TRANSITION AND COMPLETION RATES FOR ABORIGINAL AND NON-ABORIGINAL STUDENTS WHO STARTED GRADE 8 IN 1993/94



Note: Rates shown above are based on tracking the 1993/94 Grade 8 cohorts forward to the end of 1998/99. This provides each cohort with an additional year for reaching Grade 12 and graduation. These figures include public and independent schools.

Source: Student Assessment and Program Evaluation Branch

As with non-Aboriginal students, Aboriginal females graduated at a higher rate than males. Of Aboriginal students who entered Grade 8 in 1993, 43 per cent of females and 35 per cent of males graduated. The corresponding rates for non-Aboriginal students were 82 per cent for females and 72 per cent for males.

Transition rates from Grade 8 to higher grade levels were also lower for Aboriginal than non-Aboriginal students.

- **Aboriginal students are four times as likely to leave school early.**

Leaving school before graduation is a problem for Aboriginal and non-Aboriginal students. However, Aboriginal students are far more likely to leave early; between the ages of 12 years and 17, the rate is roughly four times that of non-Aboriginal students. Even between the ages of five years and 12, a higher proportion of Aboriginal students leave school.

- **Aboriginal students are proportionately over-represented in almost every "low incidence" special education category.**

"Low incidence" includes students who are dependent handicapped; have physical disabilities or chronic health impairments; autism; moderate to severe or profound intellectual disabilities; visual impairments; or who are deaf or hard of hearing. In 1998/99 Aboriginal students were proportionately over-represented compared to non-Aboriginal students in almost every low incidence special education category. They were also more than four times as likely to be designated under the "severe behaviour" category.

- **Providing program support for students with special education needs and ensuring access to the school system aid the equitable delivery of educational programs.**

Enrolment in special education has more than doubled over the past decade. Nearly 68,000 students – 11 per cent of BC's K-12 population – were identified in 1998/99 as having special needs. That was two per cent above the 1997/98 figure.

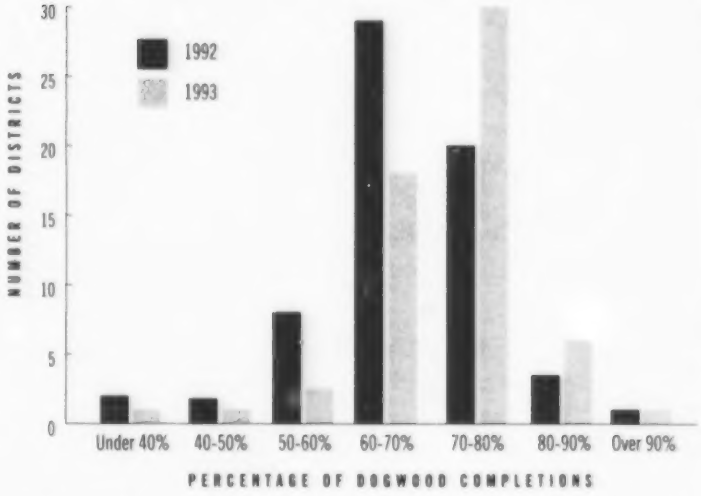
Of these, 28 per cent were identified as gifted and 53 per cent as having severe learning disabilities or behaviour disorders.

Most students with special needs are included in regular classrooms. Adjustments such as special equipment, adapted instructional approaches, or additional time enable most of them to follow the same program as their peers. In other cases, students with special needs require modifications to their education programs to meet their abilities and needs.

- **Regional differences in completion rates remain, but there are improved results in some districts.**

Completion rates vary because of factors like urbanization, community wealth, parental education, and the ability of districts to meet local needs. More than 60 per cent of districts showed a completion rate of 70 per cent or more in 1998/99.

DOGWOOD COMPLETION RATES OF DISTRICTS FOR STUDENTS WHO STARTED GRADE 8 IN 1992 AND 1993



Note: Independent schools are not included. Source: Policy, Planning and Research Branch

1998/99 GRADE 12 STUDENTS ENROLLED AND DOGWOODS RECEIVED, BY DISABILITY CATEGORY

Disability category	Number of students enrolled in Grade 12	Number of Dogwoods received in 98/99	Percentage of Dogwoods received in 98/99
Physical disabilities or chronic health impairments	139	59	42.4%
Visual impairments	38	22	57.9%
Deaf or hard of hearing	81	49	60.5%
Severe behaviour	209	72	34.4%

Source: Information Management Branch and Special Programs Branch

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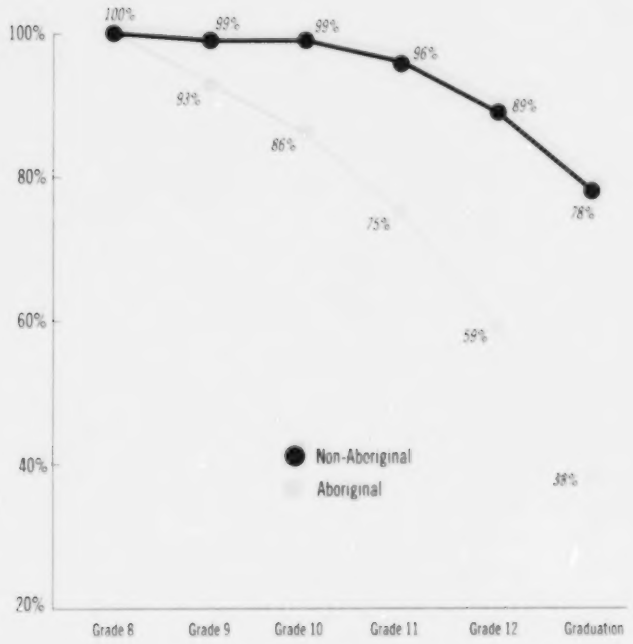

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Deaf or hard of hearing	81	49	60.5%
Severe behaviour	209	72	34.4%

Source: Information Management Branch and Special Programs Branch

Transition

The graduation years play a crucial role in preparing students for the transition to post-secondary studies, adult life and the world of work. Students earn the majority of credits required for graduation within the school system. However, they may also earn credits for learning acquired externally.

- **Ministry policy and programs recognize and accommodate a wider range of skill sources.**

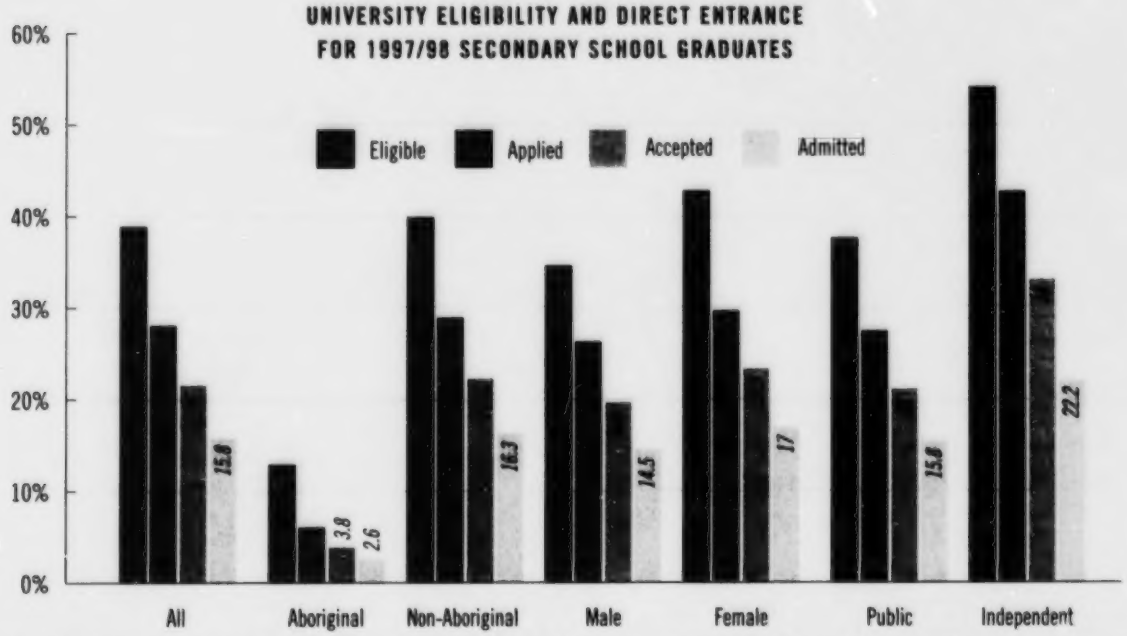
In 1998/99 the ministry expanded Grade 11 and 12 course equivalencies, and broadened recognition for external courses and programs that count toward graduation. More than 150 external credentials are recognized in areas such as music, sport, speech and drama, dance, languages, and youth development. In some cases students can earn dual credits that count toward graduation plus the first year of college studies.

The post-secondary system is also becoming more flexible. For example, students can earn a university degree by attending a university from start to finish, by transferring to a university from college, or by attending a provincial university-college. This range of choices does not exist in other provinces, where the college and university systems are much more differentiated and separate. This flexibility in secondary and post-secondary systems encourages college and university attendance in BC.

- **Most students pursue some form of post-secondary education or training within a few years of graduation.**

About 17 per cent of graduates aged 18 to 24 went on to college in 1997 (the last year for which figures are available), and another 17.5 per cent attended university. Others entered apprenticeships, enrolled at private training institutes, or studied at colleges or universities outside BC. Even students who enter the work force without graduating are likely to take further education or training later in life.

UNIVERSITY ELIGIBILITY AND DIRECT ENTRANCE FOR 1997/98 SECONDARY SCHOOL GRADUATES



Note: Percentages reported here include public and independent school students, as well as adult students. Entrance data used in the chart were jointly developed by the Ministry of Education and the institutional research offices of the four provincial universities. Eligibility was derived from student transcript information. Eligibility rates for Aboriginal students are based on students who ever reported being Aboriginal in any year of their studies.

Source: Policy, Planning and Research Branch

- **There are pronounced differences between groups in university eligibility and university attendance.**

Seventeen per cent of females register for admission directly after graduating, compared with 14.5 per cent of males. Only six per cent of Aboriginal students apply to university, compared to the non-Aboriginal rate of 29 per cent. Ultimately, three per cent of Aboriginal students register at a university directly upon graduation. Fewer Aboriginal students make the transition to other post-secondary studies or employment than non-Aboriginal students. The same is true of students with disabilities.

The chart on the previous page shows university eligibility and direct transition from secondary school to university for 1997/98 graduates. Transition is considered to be "direct" in that these students were applying to university for the fall season immediately following graduation from secondary school. No data are available for students who did not directly apply.

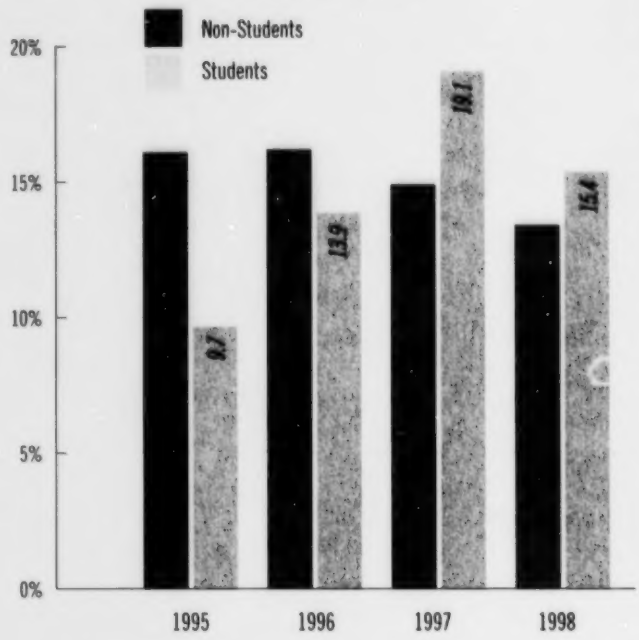
- **University eligibility varies by region, reflecting the difficulties faced by students residing in outlying regions.**

Overall, public school graduates have a 39 per cent university eligibility rate (see Glossary for definition). Greater Vancouver school districts have the highest average with West Vancouver at 65 per cent, Burnaby and Richmond at 54 per cent, Vancouver at 53 per cent, and North Vancouver at 52 per cent. Rural school districts have the lowest university eligibility rates; for example, Gold Trail at 13 per cent, Vancouver Island North at 19 per cent, and Nechako Lakes and Fraser-Cascade at 22 per cent each.

- **Students have had more difficulty finding work than non-students.**

There are two distinct labour markets for youth – one for students looking for part-time jobs to help them stay in school, the other for out-of-school youth who usually require full-time work. In the past, non-students generally had greater difficulty finding jobs, but during the high unemployment periods of 1997 and 1998 students had more difficulty. Unemployment rates since 1996 for part-time students, and since 1997 for full-time students, have been higher than for non-student youth. The student unemployment rate reached 19.1 per cent in 1997, the highest it had been since records were first kept, before dropping to 15.4 per cent in 1998.

UNEMPLOYMENT RATES FOR YOUTH AGED 15 TO 24 (IN PERCENTAGES)*



Based on the fall term of September to December of each year.

Source: "Youth in BC — Their job prospects are beginning to improve", Infoline Report, BC Stats, 26/3/99.

Most growth in employment has been in occupations requiring higher education skills, which may put younger students still acquiring such skills at a disadvantage. Labour force participation by students aged 15 to 19 fell by 13.2 per cent between 1990 and 1998, indicating that a growing number of youth in this age group are concentrating on their studies

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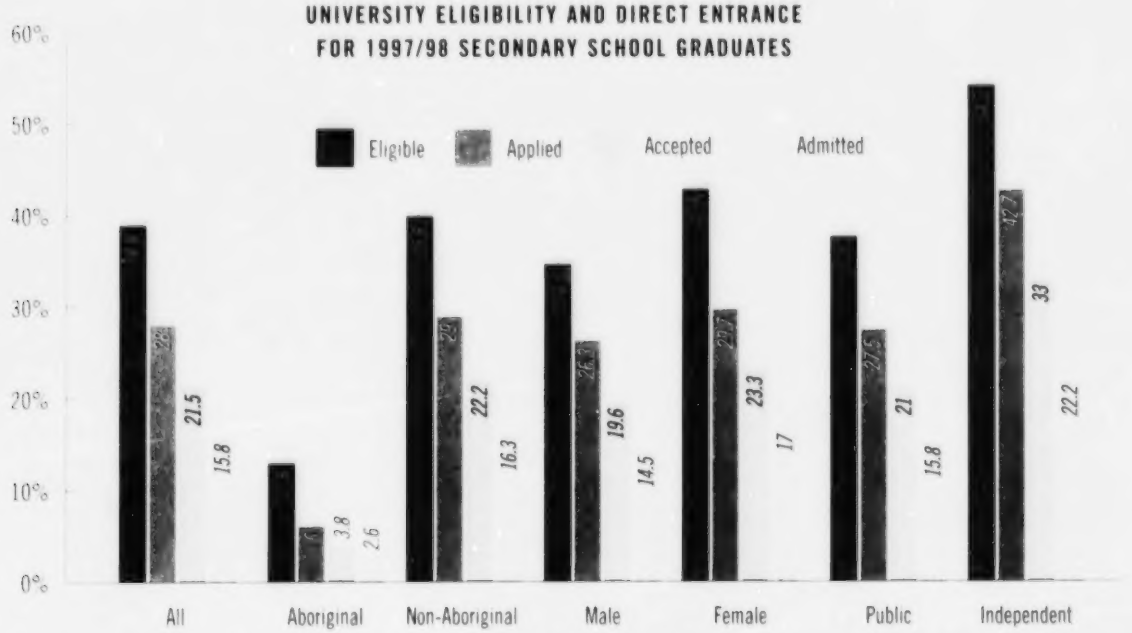

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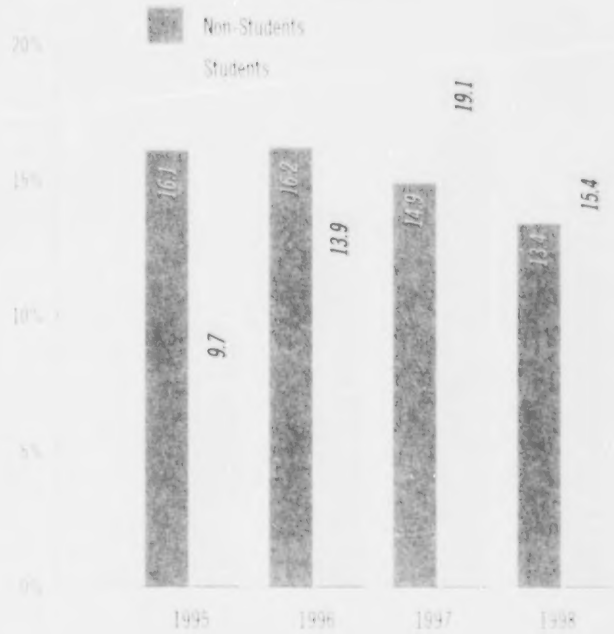

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and no longer actively seeking part-time work[1]. In such conditions, school-based vocational and career training that is well articulated with the workforce may be more critical in preparing youth for the challenges of the work force.

Aside from the importance of part-time work as a source of experience for future employment, lack of jobs for students can lead to a rise in personal debt. Traditionally, half of all young people have found work in either hotel or restaurant services, or in the trade sector, particularly retail. There have been significant declines in youth employment in the trade sector; between 1992 and 1997, the number of young people in this sector declined by about 15,000.

In general, the best employment opportunities in BC are closer to large urban centres.

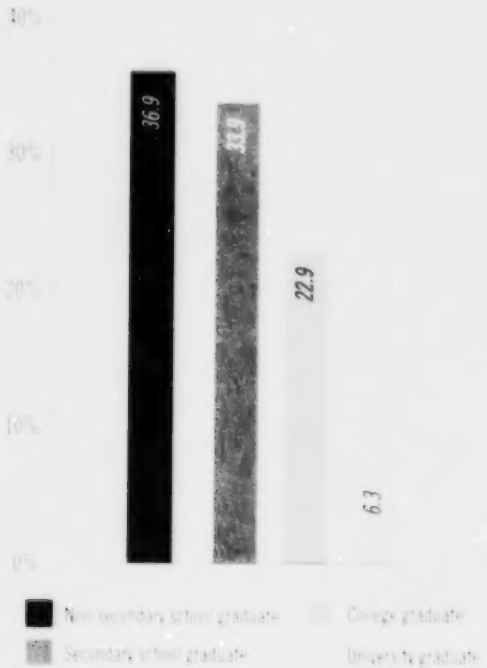
Through 1998, unemployment for all age groups averaged 8.1 per cent in the Vancouver area, and 8.8 per cent in the Victoria area. The rate was lower in some interior regions (Peace District four per cent, Kelowna 7.3 per cent), but the populations in these regions are much smaller than in the lower mainland. Highest levels of unemployment were in the Cariboo Chilcotin, Quesnel, and Prince George regions (14.6 per cent) and in the Kootenays (12.1 per cent).

Although higher levels of education are associated with reduced dependence on income assistance, many recipients are well educated.

A common perception is that people requiring income assistance are marginal members of society who lack education or training and are likely to have difficulty finding a job. Although this is generally true, many well-educated people also require financial help from the government. According to estimates from Statistics Canada's Survey of Consumer Finance (1995), three of 10 people on income assistance in BC had a college certificate or diploma, or a university degree.

It is possible that, with recent changes to the *Employment Insurance Act* tightening eligibility for benefits, more well-educated British Columbians — particularly youth — may be seeking provincial income assistance. In 1992, 48 per cent of unemployed youth were eligible for Employment Insurance benefits, and 90 per cent of unemployed adults. By 1997, only 33 per cent of unemployed youth were eligible, and 61 per cent of unemployed adults. These changes further emphasize the importance of the transition from education to employment.

BC INCOME ASSISTANCE RECIPIENTS (PERCENTAGES)



Source: "The Education Levels of Income Assistance Recipients", Earnings and Employment Trends, BC Stats, December 1997.

[1]Source: "BC labour market update for youth aged 15 to 24", *Infoline Report*, BC Stats, 9/7/99.

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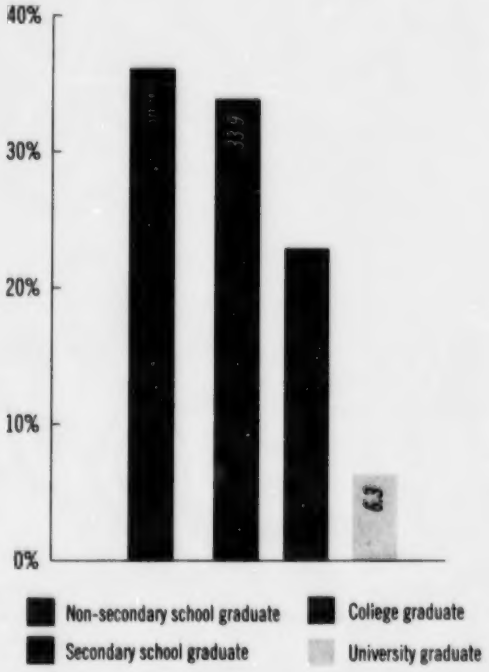

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Developing Core Skills

Helping students acquire basic skills like reading, writing and numeracy is a key function of the K-12 school system. To measure how well students are developing these skills, and to help improve student learning, the first of what will be an annual Foundation Skills Assessment (FSA) was conducted in 1999. It measured the reading comprehension, writing, and numeracy skills of Grade 4, 7 and 10 students in all public and publicly funded independent schools in BC. The standards of performance used in the assessment were set by a panel of Grade 4, 7 and 10 educators.

- **Most students are performing at a satisfactory level and some are exceeding expectations.**

Overall, between 72 and 87 per cent of students met or exceeded performance standards for their grade level. Between five and 21 per cent exceeded expectations.

For the *reading comprehension* component, students read several passages and answered multiple-choice and, at Grade 4, written-answer questions relating to those passages.

- Seventy per cent of Grade 4 students met expectations; 12 per cent exceeded expectations; 19 per cent did not meet expectations.
- Sixty-eight per cent of Grade 7 students met expectations; 16 per cent exceeded expectations; 16 per cent did not meet expectations.
- Sixty-two per cent of Grade 10 students met expectations; 21 per cent exceeded expectations; 17 per cent did not meet expectations.

Girls did better than boys at all grades, with the performance of boys getting weaker at higher grades. Performance by Aboriginal students was weak. Overall, students understood literary and informational text more readily than poetry. There was evidence that ESL programs improve reading performance at all grades.

Writing, which included a composition, was assessed only at Grade 4:

- Seventy-nine per cent of students met expectations, eight per cent exceeded expectations; 13 per cent did not meet expectations.

Girls performed better than boys, and the performance of Aboriginal students was low.

The *numeracy* component consisted of multiple-choice and written-answer questions.

- Seventy-three per cent of Grade 4 students met expectations; 13 per cent exceeded expectations; 13 per cent did not meet expectations.
- Sixty-three per cent of Grade 7 students met expectations; nine per cent exceeded expectations; 28 per cent did not meet expectations.
- Seventy-one per cent of Grade 10 students met expectations; five per cent exceeded expectations; 24 per cent did not meet expectations.

Girls and boys performed at about the same level. Aboriginal students showed weak results. Overall, students showed weakness in problem solving and application of mathematics items at all grade levels.

To address areas of concern identified by the FSA, the panel which reviewed the results recommended a number of measures be taken by schools, the ministry, parents, teacher education programs, and educational researchers. At the classroom level, the recommendations called for in-service opportunities in the areas of reading, writing, and numeracy; regular, real-life applications of mathematical concepts in classroom instruction; problem solving activities that encourage various solution strategies; and full implementation of the mathematics Integrated Resource Packages at all grade levels.

- **A comparison of the 1999 FSA to earlier assessments indicates stability over time.**

Some of the items included in the 1999 FSA were used in earlier provincial assessments. The results indicate that performance in reading comprehension and numeracy across all grades has been fairly stable.

READING COMPREHENSION: 1998 COMPARED TO 1999

	Number of Common Items	Number of Items in 1999 FSA	1998 Average	1999 Average	Change over time
Grade 4	18	37	67 %	66 %	-1 %
Grade 7	20	45	79 %	76 %	-3 %
Grade 10	20	47	74 %	72 %	-2 %

Source: Student Assessment and Program Evaluation Branch

NUMERACY: 1990 COMPARED TO 1999

	Number of Common Items	Number of Items in 1999 FSA	1998 Average	1999 Average	Change over time
Grade 4	5	25	55 %	60 %	+5 %
Grade 7	6	30	42 %	44 %	+2 %
Grade 10	10	30	49 %	53 %	+4 %

Source: Student Assessment and Program Evaluation Branch

- **Results on the 1999 FSA varied for particular student populations.**

Girls outperformed boys in both reading comprehension and writing. In numeracy, girls and boys performed about the same. These results are consistent with past provincial, national, and international assessments.

COMPARISON OF MALE AND FEMALE STUDENTS MEETING OR EXCEEDING EXPECTATIONS: 1999 READING COMPREHENSION, WRITING, AND NUMERACY

	Reading Percentages		Writing Percentages		Numeracy Percentages	
	Girls	Boys	Girls	Boys	Girls	Boys
Grade 4	84	79	91	82	86	87
Grade 7	87	81	n/a*	n/a*	72	73
Grade 10	88	79	n/a*	n/a*	76	76

** Writing was not assessed for Grades 7 and 10 in 1999. Source: Student Assessment and Program Evaluation Branch*

Aboriginal students

Aboriginal students performed below average in Grade 4 writing, as well as in Grade 4, 7, and 10 reading comprehension and numeracy.

English as a Second Language (ESL) students

ESL students, both current and former, scored lower than average in reading comprehension and writing, and in Grade 4 numeracy. However, students who had completed ESL programs did better than average in Grades 7 and 10 numeracy.

- **Grade 12 provincial exam results suggest that students are developing their literacy and numeracy skills to a satisfactory level or better.**

To meet graduation requirements in language arts, students select one of various courses including Communications 12, Français langue première 12, Français langue seconde 12, English 12, or Technical and Professional Communications 12. Most students choose English 12, which in 1998/99 had a participation rate of 74 per cent, up from 69 per cent five years earlier. The 1998/99 success rate was 87 per cent, with 32 per cent of those writing the exam receiving an A or B. Participation in Mathematics 12 increased from 34 per cent to 39 per cent over the same period. The success rate was 83 per cent; 40 per cent of students earned an A or B.

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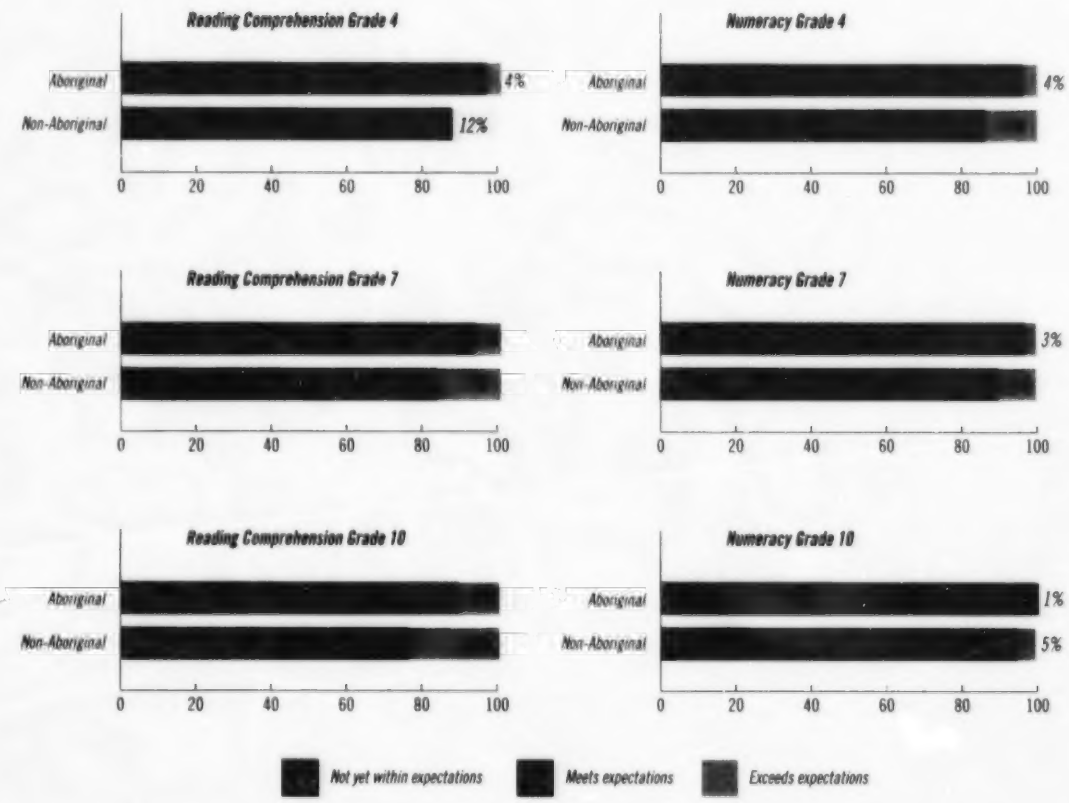

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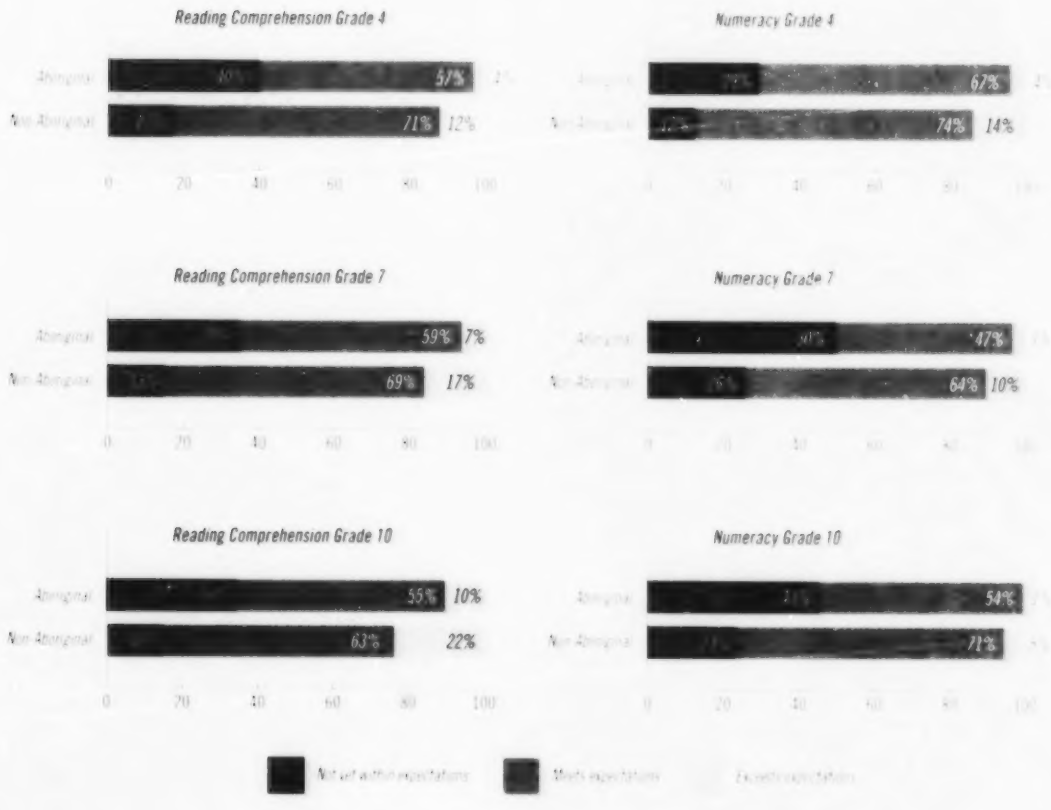

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- **Female students are more successful than males.**

Females have done better than males in English 12 over the past five years. On average, 91 per cent of females pass the exam compared to 87 per cent of males. More significantly, females outnumber males in taking English 12 (78 per cent and 68 per cent respectively), while males outnumber females in Communications 12 (14 per cent and eight per cent respectively). As English 12 is a requirement for admission to many post-secondary studies, and Communications 12 is not, more females than males may be eligible for some further education options.

Male participation in Mathematics 12 has exceeded female participation for the past five years. On average 40 per cent of male students take this course compared to 36 per cent of females. The historical pattern of males receiving higher marks in Mathematics 12 has disappeared and for the past two years an equal proportion (about 40 per cent) of males and females have received an A or B on their exam.

Participation in other examinable courses

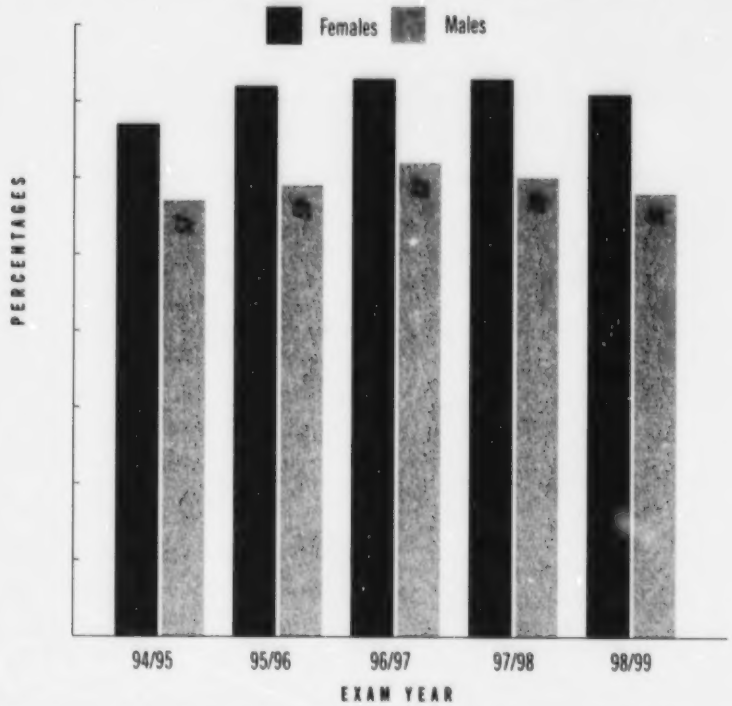
The school system promotes and supports general student development through a broad range of course offerings. Many of the other examinable courses reflect BC's growing cultural diversity and support development of the scientific skills required for the growing knowledge-based economy. Graduating students are required to attain standing in language arts 12, which is usually met through English 12. All other examinable courses could be considered optional for graduation purposes.

LETTER GRADE PERFORMANCE IN ENGLISH 12 AND MATHEMATICS 12 PROVINCIAL EXAMINATIONS, 1994/95 TO 1998/99

	1994/95		1995/96		1996/97		1997/98		1998/99	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
English 12										
Percentage of As and Bs	26.0	38.1	28.0	40.3	30.6	42.4	26.7	41.7	25.3	38.7
Participation rate	65.9	73.9	68.9	78.9	69.2	78.0	68.3	78.6	69.1	78.7
Mathematics 12										
Percentage of As and Bs	38.3	36.3	38.9	36.7	39.6	38.9	40.5	41.0	40.3	39.7
Participation rate	37.8	34.4	40.0	36.1	40.3	36.3	40.3	36.7	40.6	36.2

Source: Data Management and Student Certification Branch

PROPORTION OF STUDENTS WHO ENROLLED IN ENGLISH 12 AND PASSED THE PROVINCIAL EXAM, BY GENDER



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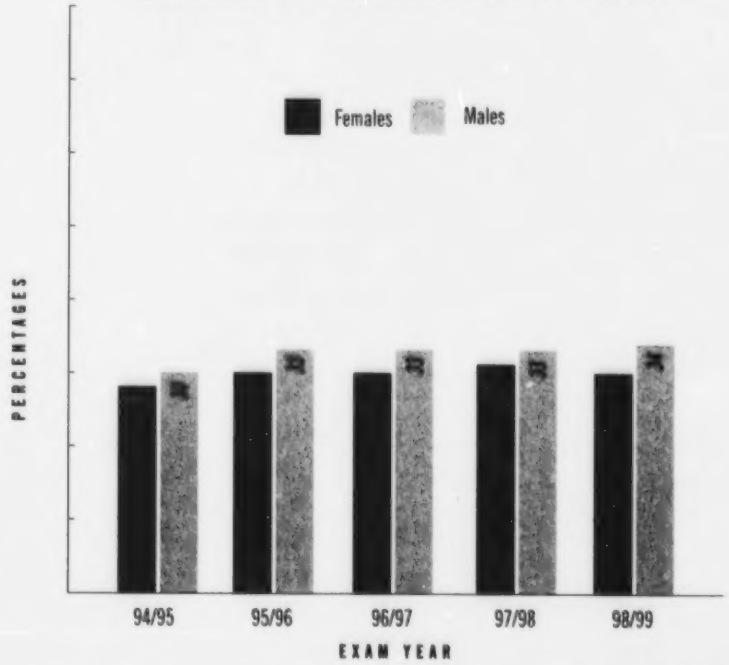

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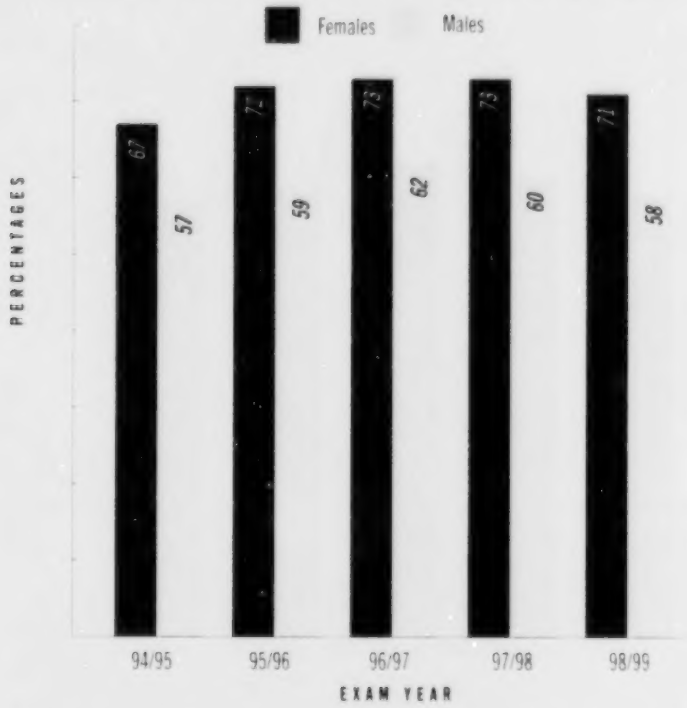
	1994/95		1995/96		1996/97		1997/98		1998/99	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
English 12										
Percentage of As and Bs	26.0	38.1	28.0	40.3	30.6	42.4	26.7	41.7	25.3	38.7
Participation rate	65.9	73.9	68.9	78.9	69.2	78.0	68.3	78.6	69.1	78.7
Mathematics 12										
Percentage of As and Bs	38.3	36.3	38.9	36.7	39.6	38.9	40.5	41.0	40.3	39.7
Participation rate	37.8	34.4	40.0	36.1	40.3	36.3	40.3	36.7	40.6	36.2

Source: Data Management and Student Certification Branch

PROPORTION OF STUDENTS WHO ENROLLED IN ENGLISH 12 AND PASSED THE PROVINCIAL EXAM, BY GENDER



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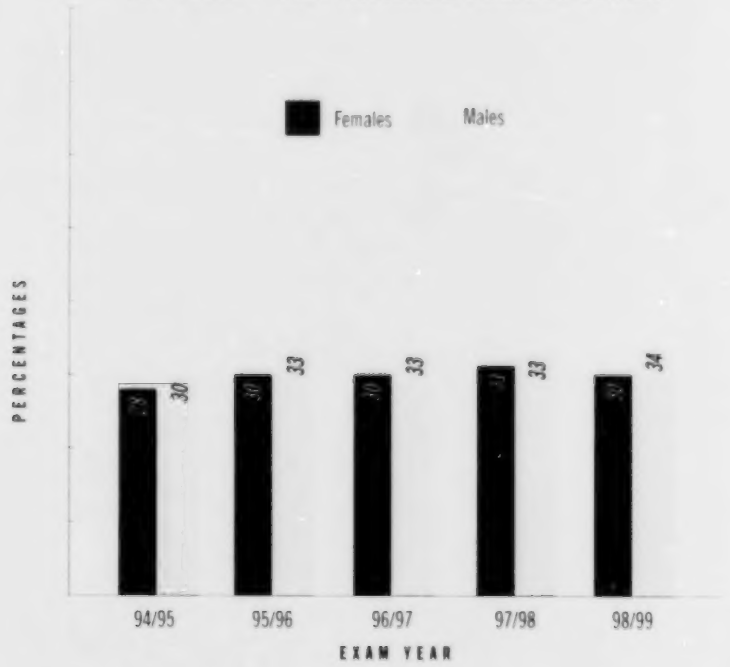

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PARTICIPATION RATES FOR COURSES IN LANGUAGES, SCIENCES AND SOCIAL STUDIES

	[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French 12	7.4	17.9	7.3	17.5	6.7	15.5	6.4	15.3	6.2	14.6
German 12	0.3	0.6	0.4	0.6	0.4	0.6	0.4	0.7	0.4	0.6
Japanese 12	1.2	1.3	1.4	1.9	1.0	1.7	1.4	1.9	1.5	2.1
Mandarin 12	2.0	2.8	3.3	4.2	3.8	4.8	4.7	5.0	5.0	5.7
Spanish 12	0.6	1.6	0.8	1.9	0.8	1.9	0.9	2.1	1.0	2.4
Biology 12	19.1	32.4	20.5	35.8	19.9	35.9	19.6	37.4	19.7	38.0
Chemistry 12	22.8	22.8	24.2	24.8	23.7	23.5	23.2	24.2	23.1	24.2
Physics 12	17.7	8.4	19.1	9.2	19.1	8.0	18.9	8.3	20.1	8.4
Geography 12	19.2	18.6	19.5	19.2	18.1	18.3	17.7	18.4	18.2	19.2
History 12	17.0	18.3	16.5	18.4	16.0	17.5	16.3	17.5	16.6	18.1

Source: Data Management and Student Certification Branch.

PERCENTAGE OF EXAMINATIONS AWARDED AN A OR B IN LANGUAGES, SCIENCES AND SOCIAL STUDIES

	[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French 12	51.2	49.4	53.6	52.6	47.5	48.4	61.3	60.3	61.0	62.3
German 12	53.6	49.7	54.6	59.7	44.7	51.0	50.8	45.0	58.3	61.3
Japanese 12	56.1	64.9	46.0	51.5	55.3	62.5	50.9	59.9	59.4	69.3
Mandarin 12	74.3	83.8	59.5	74.7	63.2	77.9	57.8	71.0	62.7	77.4
Spanish 12	47.5	54.0	55.0	65.8	52.4	58.4	58.3	60.1	59.0	63.3
Biology 12	38.3	37.3	42.7	41.5	36.4	35.4	35.7	36.7	38.0	39.1
Chemistry 12	46.3	42.2	53.4	48.5	45.8	44.0	49.9	50.1	44.5	41.9
Physics 12	49.4	48.4	46.0	47.0	47.4	49.5	45.7	50.1	50.7	54.7
Geography 12	27.3	24.1	33.0	27.6	44.0	37.2	45.9	40.2	49.3	41.4
History 12	29.7	24.7	37.1	30.7	36.3	31.1	36.5	34.1	43.3	40.2

Source: Data Management and Student Certification Branch.

- **Females outnumber males in earning provincial scholarships and district awards.**

Of the 39,012 students completing Grade 12 in 1998/99, 2,453 females received a provincial scholarship or a district award, compared with 1,962 males. This difference in performance has been a trend for several years.

- **Participation and success in provincial exams vary among student groups.**

Some groups participate at a lesser rate or perform at a lower level than the overall student population. These groups include boys, students from some language groups, and Aboriginal students.

Although participation has been improving measurably in recent years, a much lower proportion of Aboriginal students than non-Aboriginal students write the English 12 exam. However, their performance is only slightly lower than that of non-Aboriginal students. Aboriginal students' participation in Mathematics 12 is also low – only about 21 per cent of the non-Aboriginal rate. Marks are also lower; on average, Aboriginal students score about 10 percentage points less than their non-Aboriginal counterparts.

- **Providing support and ensuring access to the school system can assist students with disabilities in performing at the level of other students.**

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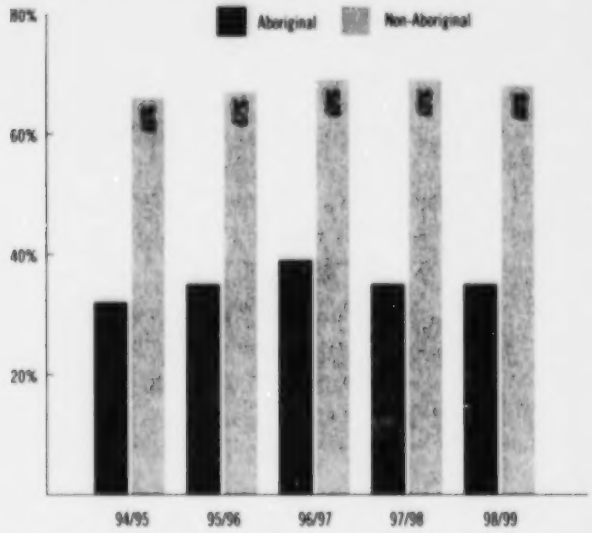

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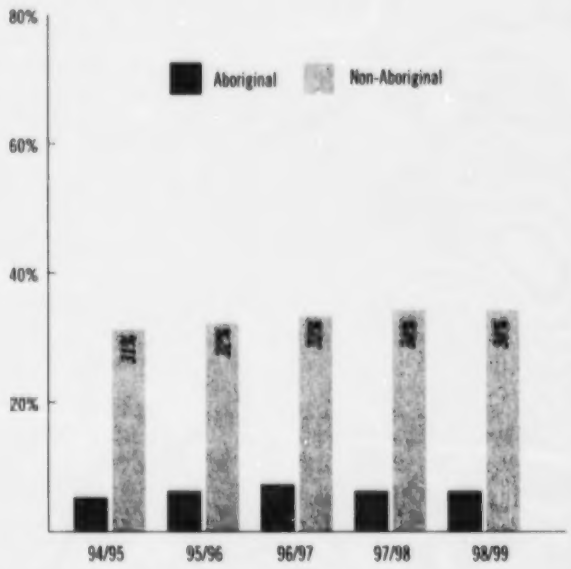

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PARTICIPATION RATES FOR COURSES IN LANGUAGES, SCIENCES AND SOCIAL STUDIES

	1994/95		1995/96		1996/97		1997/98		1998/99	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
French 12	7.4	17.9	7.3	17.5	6.7	15.5	6.4	15.3	6.2	14.6
German 12	0.3	0.6	0.4	0.6	0.4	0.6	0.4	0.7	0.4	0.6
Japanese 12	1.2	1.3	1.4	1.9	1.0	1.7	1.4	1.9	1.5	2.1
Mandarin 12	2.0	2.8	3.3	4.2	3.8	4.8	4.7	5.0	5.0	5.7
Spanish 12	0.6	1.6	0.8	1.9	0.8	1.9	0.9	2.1	1.0	2.4
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Physics 12	17.7	8.4	19.1	9.2	19.1	8.0	18.9	8.3	20.1	8.4
Geography 12	19.2	18.6	19.5	19.2	18.1	18.3	17.7	18.4	18.2	19.2
History 12	17.0	18.3	16.5	18.4	16.0	17.5	16.3	17.5	16.6	18.1

Source: Data Management and Student Certification Branch

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	1994/95		1995/96		1996/97		1997/98		1998/99	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
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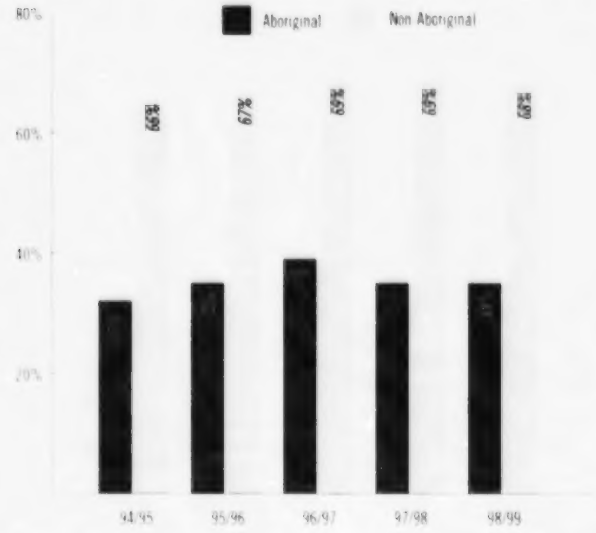

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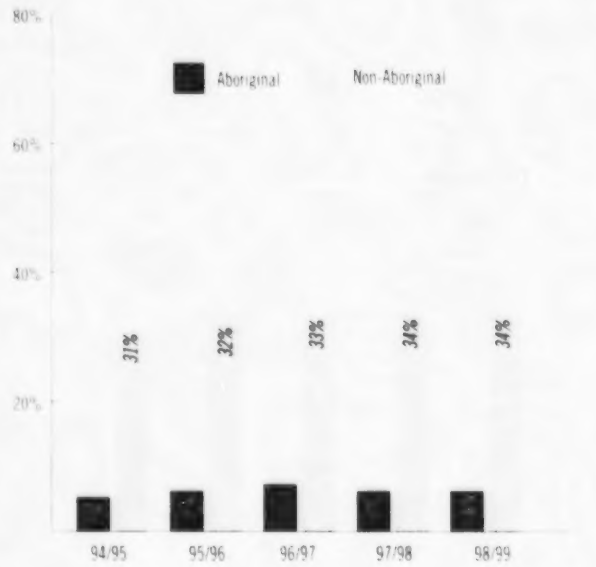

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1998/99 EXAMINATION RESULTS FOR COMMONLY ADJUDICATED SUBJECTS: ALL STUDENTS AND SELECTED STUDENT CATEGORIES

	Communications 12	English 12	Mathematics 12
All students	64%	66%	67%
Number of students	6,374	45,598	23,997
Students with learning disabilities	64%	62%	61%
Number of students	405	355	94
Students with visual impairments	66%	65%	62%
Number of students	5	14	8

Source: Special Programs Branch and Data Management and Student Certification Branch

1998/99 PROVINCIAL EXAMINATION RESULTS BY SPECIAL EDUCATION CATEGORY

Special education category	Communication score	English score	Math score
Autism	43%	56%	N/A
Emotional/behavioural disability	70%	69%	72%
Hearing loss	55%	60%	61%
Illness and accident	34%	43%	33%
Intellectual disability	58%	54%	N/A
Learning disability	64%	62%	61%
Others	65%	65%	64%
Physical disability	63%	66%	65%
Psychiatric problem	N/A	0 %	53%
Visual impairment	66%	65%	62%
Provincial average exam score	**64%**	**66%**	**67%**

Source: Special Programs Branch and Data Management and Student Certification Branch

Scores for ESL students have been relatively stable while their participation rates have been changing.

Participation by ESL students in English has increased slightly, while participation in Communications and Mathematics have fallen slightly. Despite the drop in Mathematics, ESL students still participate at more than double the rate of non-ESL students.

The proportion of students who pass exams varies regionally, reflecting differences in student populations.

An average of 87.1 per cent of BC public and independent school students who wrote the English 12 exam in 1998/99 passed. The success rate was lower in many school districts in metropolitan Vancouver, where the diverse population includes higher concentrations of ESL and adult students (e.g. Vancouver 77.9 per cent, Richmond 79.3 per cent, Coquitlam 80.5 per cent, Burnaby 82.4 per cent, and New Westminster 82.9 per cent). Some of the highest success rates occurred in less densely populated, more isolated school districts (e.g. Arrow Lakes 98.1 per cent, Kootenay-Columbia 96.9 per cent, and Haida Gwaii/Queen Charlotte 96.9 per cent).

For Mathematics 12, the average success rate was 82.9 per cent. Northern school districts were less likely to exceed the provincial average (e.g. Haida Gwaii/Queen Charlotte 26.3 per cent, Nisga'a 40.0 per cent, Nechako Lakes 56.9 per cent, Coast Mountains 61.3 per cent, and Peace River North 69.6 per cent). Over 60 per cent of the Mathematics examinations were written in the lower mainland/Vancouver area, where the success rates tended to be higher (e.g. West Vancouver 92.6 per cent, Sunshine Coast 92.4 per cent, and New Westminster 91.4 per cent).

BC students are performing at levels comparable to students in most other provinces.

RESULTS ACHIEVED BY ESL AND NON-ESL EXAM WRITERS

	1994/95	1995/96	1996/97	1997/98	1998/99
English					
Number of ESL Writers	4,179	5,170	5,871	6,945	7,698
ESL Participation Rate	70.6	71.9	72.9	74.9	76.7
Non-ESL Participation Rate	72.8	73.0	73.0	73.5	74.1
Average Exam % – ESL	58.3	59.9	61.7	60.2	59.0
Average Exam % – Non-ESL	67.6	68.6	69.5	69.0	68.3
Communications					
Number of ESL Writers	823	906	869	995	1,194
ESL Participation Rate	13.9	12.6	10.8	10.7	11.9
Non-ESL Participation Rate	10.9	11.3	10.6	10.5	11.4
Average Exam % – ESL	55.1	57.8	58.2	55.3	57.7
Average Exam % – Non-ESL	67.0	68.6	67.9	64.9	66.2
Mathematics					
Number of ESL Writers	4,358	4,899	5,402	6,296	6,716
ESL Participation Rate	73.6	68.1	67.1	67.9	66.9
Non-ESL Participation Rate	32.1	32.1	32.4	32.2	32.3
Average Exam % – ESL	70.9	70.9	69.9	70.4	68.9
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Source: Data Management and Student Certification Branch

1998/99 EXAMINATION RESULTS FOR COMMONLY ADJUDICATED SUBJECTS: ALL STUDENTS AND SELECTED STUDENT CATEGORIES

	[illegible] 12	[illegible] 12	[illegible] 12
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Source: Data Management and Student Certification Branch

The School Achievement Indicators Program is a national assessment in reading, writing, mathematics, and science administered to 13- and 16-year-olds each spring. Performance is measured across five levels of attainment. In 1998, a sample of BC students participated in the reading and writing assessments. There were no significant differences between their performance and the overall performance of English Canada for either age group at any level.

Comparing the reading performance of BC 16-year-olds against other provinces or territories, only four jurisdictions showed statistically significant differences. One exceeded BC's performance (French-speaking Quebec) and three performed lower than BC (French-speaking Nova Scotia, the Yukon, and the former Northwest Territories). With level three considered typical for 16-year-olds, slightly fewer BC students than students in Canada as a whole met the criteria for at least this level (67.9 per cent and 71.5 per cent respectively).

Comparing the writing performance of BC 16-year-olds against other provinces or territories, six jurisdictions showed statistically significant differences. One exceeded BC's performance (Newfoundland) and five performed lower than BC (the former Northwest Territories, and French-speaking students from New Brunswick, Manitoba, Ontario, and Nova Scotia). With level three considered typical for 16-year-olds, slightly fewer BC students than students in Canada as a whole met the criteria for at least this level (83.6 per cent and 85.4 per cent respectively).

DISCRIMINATED AGAINST IN PAST YEAR BECAUSE OF...

	Males	Females
Age	17%	27%
Gender	7%	26%
Race/skin colour	11%	8%
Sexual orientation	3%	4%
Religion	7%	7%
Physical appearance	22%	28%

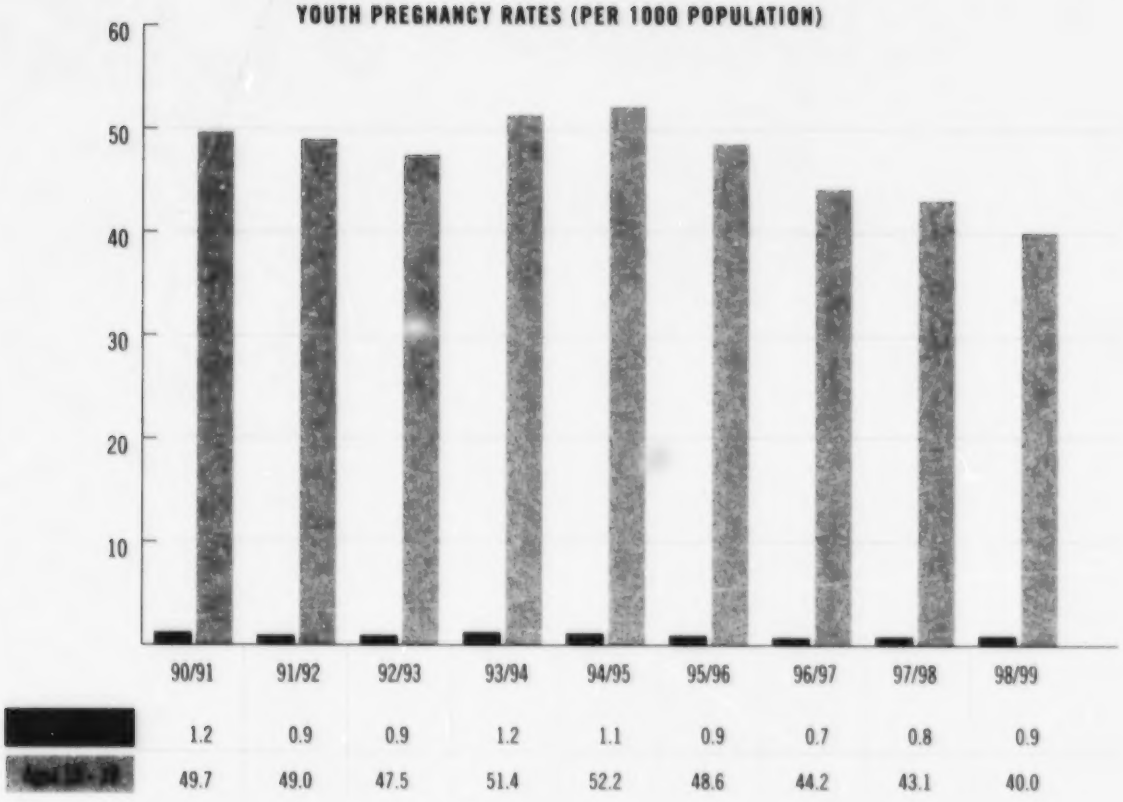
Source: "Healthy Connections: Listening to BC Youth – Highlights from the Adolescent Health Survey II", The McCreary Centre Society, 1999, p.17.

Citizenship/Social Responsibility

Citizenship and social responsibility include the knowledge, attitudes and contributions associated with improving the quality of life for all members of society. Young people demonstrate good citizenship when they respect themselves and others, work together to contribute to the community, and appreciate and respect the environment.

The McCreary Centre Society, a non-profit organization that focuses on youth health issues, surveyed 25,838 in Grades 7 to 12 in most school districts for its 1998/99 Adolescent Health Survey II (AHS II). Participants were asked whether they had been discriminated against because of factors such as age, gender, culture, race, religion, sexual orientation and appearance. Overall, 46 per cent said they had experienced some kind of discrimination.

Reports of discrimination related to race or skin colour were highest in the Greater Vancouver and Northwest regions, where there are proportionately more Aboriginal or other visible minority students. Overall, 11 per cent of males and eight per cent of females reported racial discrimination; among Aboriginal students, the figures were 17 per cent and nine per cent respectively. A lack of cultural understanding and sensitivity on the part of others remains a serious problem for Aboriginal youth, and in some cases it takes the form of systemic racism. Insensitive and overtly racist attitudes and practices within the school system and the community are an important issue among Aboriginal youth. Schools may be able to play a more positive role in reducing discrimination, since the report notes that discrimination due to race and gender tends to increase with age.



Sources: Live births and stillbirths from BC Vital Statistics Agency, BC Ministry of Health; abortions and miscarriages from Information and Analysis Branch, BC Ministry of Health; population data from BC Stats, BC Ministry of Finance and Corporate Relations; data prepared by BC Vital Statistics Agency, BC Ministry of Health.

- **Cultural understanding and sensitivity toward youth with disabilities continue to be issues.**

Youth with a disability or chronic illness experienced more discrimination because of their appearance than other young people; the rates were 45 per cent and 22 per cent respectively.

- **Tolerance for diversity and the ability to work with others are important social skills. In general, parents are satisfied with school performance in developing these areas.**

Parents who participated in the ministry's 1998/99 accreditation surveys were generally satisfied with how schools were developing students' tolerance and respect for the ideas and beliefs of others (77 per cent satisfied or very satisfied); developing students' cooperative and team skills (85 per cent satisfied or very satisfied); and providing a safe and accessible learning environment for all students (77 per cent satisfied or very satisfied).

Youth actively demonstrate social responsibility by spending time helping others in their communities. Over 80 per cent of all students in the AHS II report said they had been involved in some type of volunteer activity in the previous year. Volunteer involvement was fairly consistent across regions and age groups, though females were more likely than males to do volunteer work (87 per cent and 74 per cent respectively).

- **In general, youth exhibit good judgment in personal and social issues, and in recognition and avoidance of poor citizenship. However, there are some areas of concern.**

Personal and social factors such as stress, depression, self-esteem, and alcohol or drug use can reduce the ability to practise good citizenship. The AHS II report indicates that while most young people are making

The School Achievement Indicators Program is a national assessment in reading, writing, mathematics, and science administered to 13- and 16-year-olds each spring. Performance is measured across five levels of attainment. In 1998, a sample of BC students participated in the reading and writing assessments. There were no significant differences between their performance and the overall performance of English Canada for either age group at any level.

Comparing the reading performance of BC 16-year-olds against other provinces or territories, only four jurisdictions showed statistically significant differences. One exceeded BC's performance (French-speaking Quebec) and three performed lower than BC (French-speaking Nova Scotia, the Yukon, and the former Northwest Territories). With level three considered typical for 16-year-olds, slightly fewer BC students than students in Canada as a whole met the criteria for at least this level (67.9 per cent and 71.5 per cent respectively).

Comparing the writing performance of BC 16-year-olds against other provinces or territories, six jurisdictions showed statistically significant differences. One exceeded BC's performance (Newfoundland) and five performed lower than BC (the former Northwest Territories, and French-speaking students from New Brunswick, Manitoba, Ontario, and Nova Scotia). With level three considered typical for 16-year-olds, slightly fewer BC students than students in Canada as a whole met the criteria for at least this level (83.6 per cent and 85.4 per cent respectively).

DISCRIMINATED AGAINST IN PAST YEAR BECAUSE OF...

	Males	Females
Age	17%	27%
Gender	7%	26%
Race/skin colour	11%	8%
Sexual orientation	3%	4%
Religion	7%	7%
Physical appearance	22%	28%

Source: "Healthy Connections: Listening to BC Youth. Highlights from the Adolescent Health Survey II. The McCreary Centre Society, 1999, p.17

Citizenship/Social Responsibility

Citizenship and social responsibility include the knowledge, attitudes and contributions associated with improving the quality of life for all members of society. Young people demonstrate good citizenship when they respect themselves and others, work together to contribute to the community, and appreciate and respect the environment.

The McCreary Centre Society, a non-profit organization that focuses on youth health issues, surveyed 25,838 in Grades 7 to 12 in most school districts for its 1998/99 Adolescent Health Survey II (AHS II). Participants were asked whether they had been discriminated against because of factors such as age, gender, culture, race, religion, sexual orientation and appearance. Overall, 46 per cent said they had experienced some kind of discrimination.

Reports of discrimination related to race or skin colour were highest in the Greater Vancouver and Northwest regions, where there are proportionately more Aboriginal or other visible minority students. Overall, 11 per cent of males and eight per cent of females reported racial discrimination; among Aboriginal students, the figures were 17 per cent and nine per cent respectively. A lack of cultural understanding and sensitivity on the part of others remains a serious problem for Aboriginal youth, and in some cases it takes the form of systemic racism. Insensitive and overtly racist attitudes and practices within the school system and the community are an important issue among Aboriginal youth. Schools may be able to play a more positive role in reducing discrimination, since the report notes that discrimination due to race and gender tends to increase with age.

YOUTH PREGNANCY RATES (PER 1000 POPULATION)

	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99
[redacted]	1.2	0.9	0.9	1.2	1.1	0.9	0.7	0.8	0.9
Ages 15 - 19	49.7	49.0	47.5	51.4	52.2	48.6	44.2	43.1	40.0

Sources: Live births and stillbirths from BC Vital Statistics Agency, BC Ministry of Health; abortions and miscarriages from Information and Analysis Branch, BC Ministry of Health; population data from BC Stats, BC Ministry of Finance and Corporate Relations; data prepared by BC Vital Statistics Agency, BC Ministry of Health.

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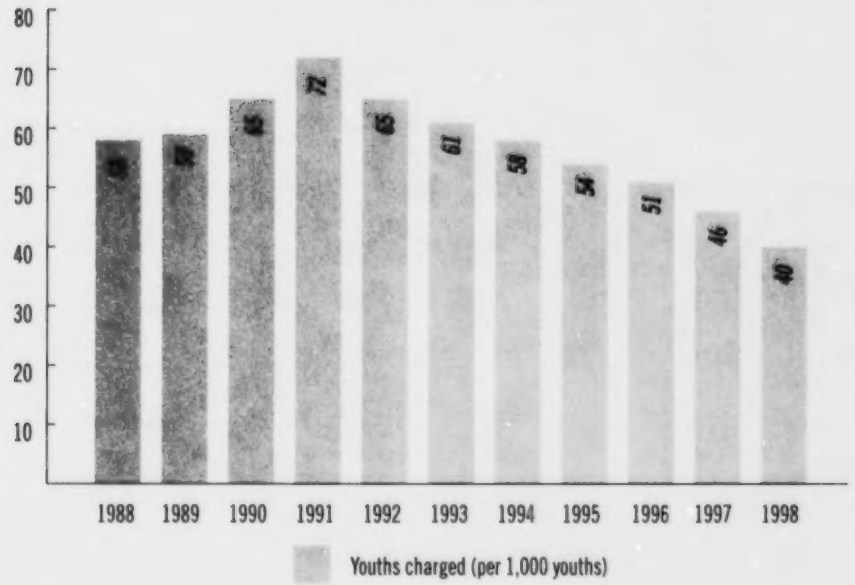
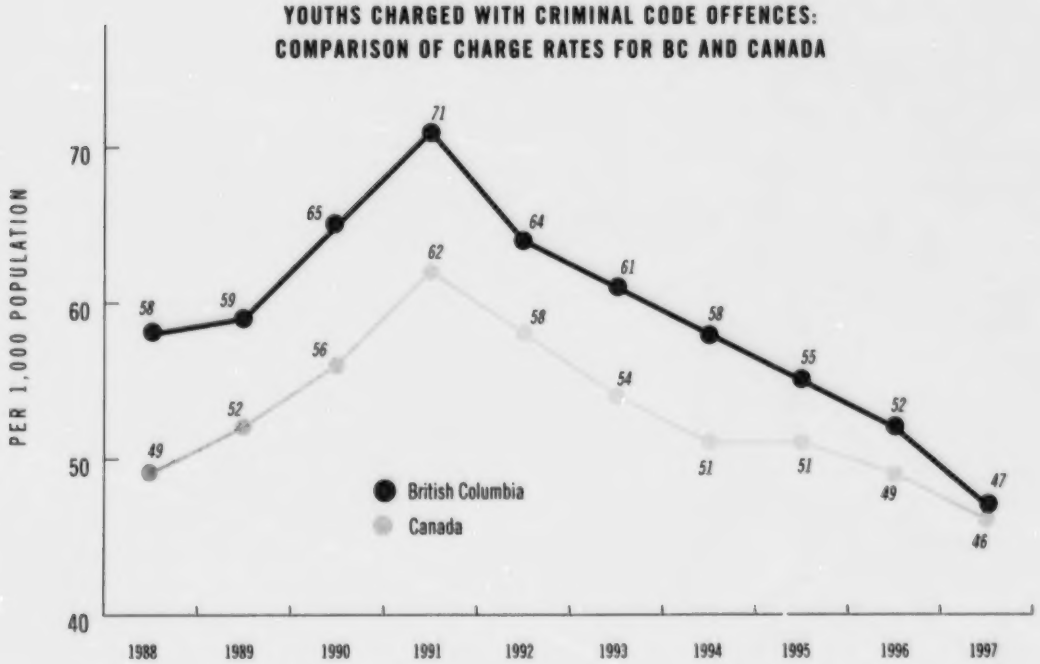
BC YOUTH CHARGE RATE, 1988-1998



Note: The youth charge rate is the number of 12–17 year-olds charged with Criminal Code offences in British Columbia divided by the number of 12–17 year-olds in the same year, multiplied by 1,000.

Source: Police and Crime Summary Statistics 1989–1998, Police Services Division, Ministry of Attorney General, Province of British Columbia, 1999.

YOUTHS CHARGED WITH CRIMINAL CODE OFFENCES: COMPARISON OF CHARGE RATES FOR BC AND CANADA



Source: Youth Crime, BC Crime Trends, Ministry of Attorney General, November 1998, Issue No. 2.

smart choices about their health, there are some worrying trends. The percentage of students who have used marijuana at least once rose to 40 per cent in 1998, up from 25 per cent in 1992. Smoking has not declined since 1992; nine per cent of males and 12 per cent of females reported being regular smokers.

Teaching students about sexually transmitted diseases (STDs), sexual harassment, dating violence, and gangs can help them to recognize and avoid irresponsible behaviour. However, the AHS II indicates that, in terms of safe sexual practices, only moderate progress has been made. Students are waiting longer to have sex, but use of protection against STDs has not changed since 1992. Among sexually active youth, 52 per cent of females and 64 per cent of males reported using a condom the last time they had intercourse. Sex with multiple partners is also a risk factor for STDs. Of sexually active males, 27 per cent reported having sex with four or more partners, compared to 20 per cent of sexually active females.

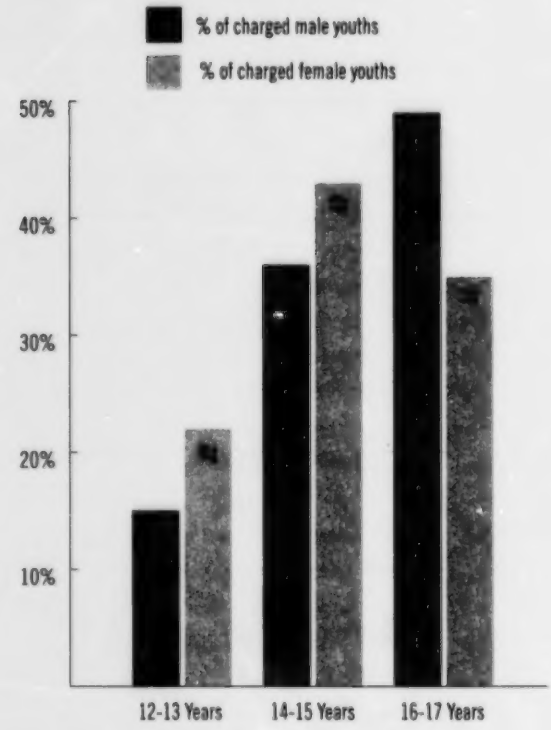
Teen pregnancy statistics are one indicator of socially responsible behaviour. Data compiled from various independent sources show the pregnancy rate for girls aged 15 to 19 has fluctuated between four and 5.2 per cent for the past decade. There has been a gradual downward trend since 1994/95, consistent with the trends noted above, which may be cause for cautious optimism.

- **Declining criminal charge rates indicate most students make socially responsible choices.**

The number of British Columbians aged 12 to 17 charged with offences under the Criminal Code has been declining since 1991. In that time, the charge rate has fallen from 72 youth per thousand to 40 per thousand in 1998, for a total of 12,788 youth charged. Approximately 77 per cent of these offences were non-violent.

While the number of BC youth charged with violent offences rose 83 per cent between 1989 and 1998, there has been a small decline over the past few years. This evidence is supported by Statistics Canada findings: 1998 marked the third straight annual decline for Canada in youth violent crime. There are, however, areas for concern. Violent crime committed by young females has been a particular concern. During the last five years, the violent charge rate for female youths has remained steady at five to six per 1,000 youth. However, it has increased more than 127 per cent in the last 10 years, while the rate for males has risen only 65 per cent. Female youths charged with violent crime tend to be younger than their male counterparts. Among females, the rate has tended to peak at ages 14 and 15, while for male youths it increases with age. This tendency is reflected in the number of overall charges in each of three age groups, as shown above.

AGE & GENDER OF YOUTH ACCUSED OF CRIMINAL ACTIVITY, CANADA 1997



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Source: "Profile of Youth Justice", in The Daily, Statistics Canada, Tuesday, Dec.15, 1998.

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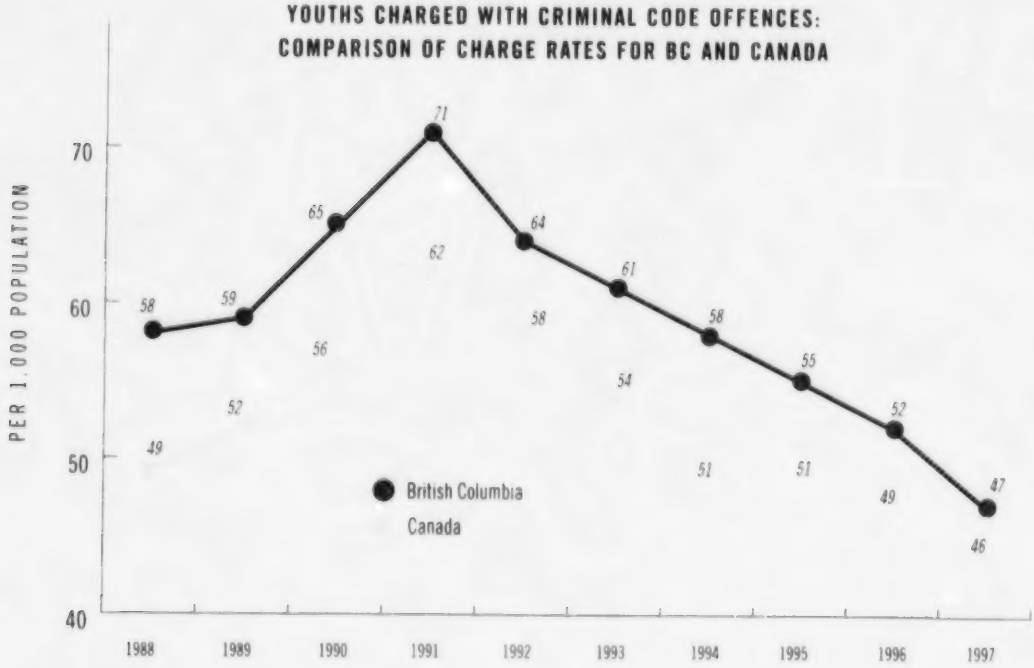

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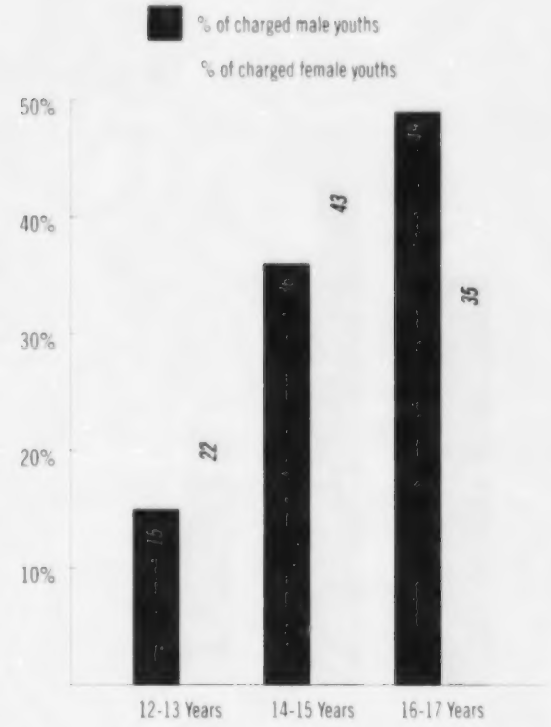

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Although BC charge rates have been historically higher than the national average, they have been falling and moving toward the national average for several years.

During 1998/99 the Ministry of Education continued to partner with the Ministry of Attorney General in funding the Safe School Centre in Burnaby. It provides information and organizes training on school safety and youth violence prevention for parents, teachers and students. It is anticipated that additional school-based programs and resources will be developed to assist students, teachers and parents in preventing youth violence, harassment, and bullying, and providing information on other youth safety issues, such as Internet safety, effective behaviour strategies, and restorative justice.
A restorative justice approach involves holding offenders accountable for their actions, with immediate and meaningful consequences, and healing for the individuals, families and communities affected by crimes.

Expectations and Satisfaction

The student is the centre of British Columbia's education system. The partners who make up the system – the ministry, school districts, schools, educators, parents, and members of the community – continually strive to meet the educational needs and aspirations of every student.

The school accreditation process is an important method of assessing public satisfaction with how the school system is meeting its objectives. Public schools are evaluated every six years. The process is staggered so that data are available each year from one sixth of all public schools. Almost all teachers at participating schools, and many parents, take part in accreditation, reporting their levels of satisfaction with school performance in several topic areas. An accreditation team produces an internal report and a new school growth plan, which are reviewed by an external team. Many parents believe that where education growth plans are implemented and monitored, accreditation helps improve student performance. Parents also believe the process provides public accountability in education.

- **The school system serves most students well, but some areas need improvement.**

Overall, parents were satisfied with the school system. The average level of satisfaction across all 33 accreditation topics was 77 per cent. However, parents were less satisfied with specific topics. The two that ranked lowest in satisfaction related to:

- Students' knowledge of the Applied Skills (technology, business education and home economics) curriculum (65 per cent satisfied or very satisfied); and
- Students' knowledge of the Information and Communication Technology curriculum (67 per cent satisfied or very satisfied).

Lower satisfaction levels with these topics may relate to the issue of technical skills more than to social skills for the workplace. Satisfaction levels were very high for students' cooperative and team skills (85 per cent satisfied or very satisfied) and school provision for students' learning to occur both individually and cooperatively in groups (85 per cent satisfied or very satisfied).

- **In general schools are seen as responsive and accountable, and willing to involve the community in planning.**

The public places great importance on the responsiveness and accountability of government services. Responses from parents who took part in accreditation indicate general satisfaction in this area. Eighty-five per cent were satisfied or very satisfied with school provision for community representatives being regularly informed and involved as partners in planning. Seventy-five per cent were satisfied or very satisfied with school provision for regular monitoring of student, parent and community satisfaction.

Seventy per cent were satisfied or very satisfied with the fair allocation by schools of human and material resources – this was, however, one of the lowest reported levels of satisfaction.

- **Most parents are satisfied with the quality of education and teaching in BC schools.**

Approximately 77 per cent of responding parents were satisfied or very satisfied with the provision of a safe and accessible learning environment for all students. About 74 per cent were satisfied or very satisfied with the provision of programs and services to meet the needs of all students. Approximately 83 per cent were satisfied or very satisfied with the provision of programs and activities that are relevant to all students. Eighty per cent were satisfied or very satisfied with provision for students' learning occurring in a variety of ways. Seventy per cent were satisfied or very satisfied with provision for students' learning at different rates.

Another accreditation topic area addresses generic learning skills. The 1998/99 internal reports indicate that about 72 per cent of parents were satisfied or very satisfied with the performance of schools in teaching students how to access, evaluate and use information. Seventy-four per cent were satisfied or very satisfied with students' ability to analyze critically, reason and think independently, solve problems and make decisions. Eighty-one per cent were satisfied or very satisfied with students' ability to express themselves effectively through writing, speech and a variety of other forms. Eighty-three per cent were satisfied or very satisfied with students' ability to think creatively and express themselves creatively.

- **Parents are generally satisfied with how schools are developing students' personal and social skills.**

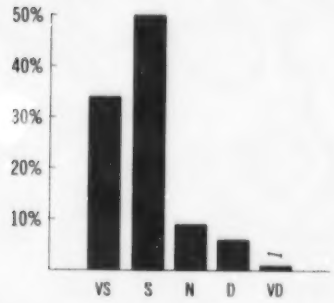
Eighty-one per cent of respondents were satisfied or very satisfied with school performance in developing students' sense of social responsibility, and 82 per cent in the areas of self-confidence and personal initiative. Eighty-two per cent were satisfied or very satisfied with school performance in developing student, parent and staff leadership, but only 71 per cent were satisfied or very satisfied with students' ability to set goals and work toward educational and career objectives.

- **Parents are generally satisfied with student performance in the academic curriculum, although satisfaction varies by subject.**

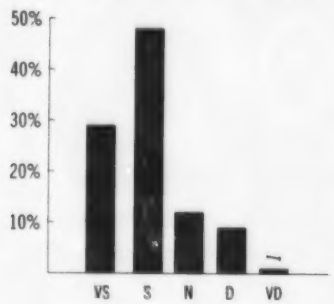
The highest satisfaction levels were with physical education, fine arts, language arts, and science. Parents were less satisfied with student performance in career and personal planning, mathematics, computer technology, and applied skills.

PARENT SATISFACTION LEVELS (1998/99 ACCREDITATION RESULTS)

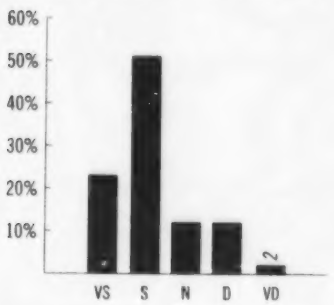
Students' knowledge, skills and attitudes related to the Physical Education curriculum



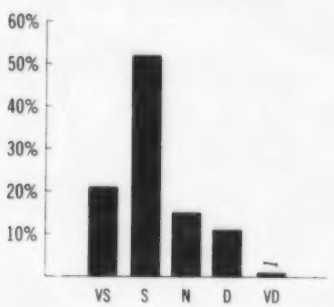
Students' knowledge of the Fine Arts (drama, art, music and dance) curriculum



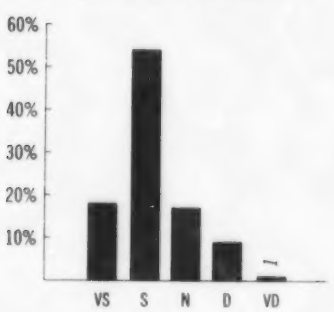
Students' knowledge of the Language Arts (English, Francais, Langue/Languages Studies) curriculum



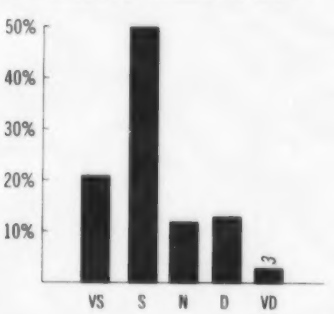
Students' knowledge, skills and attitudes related to the Science curriculum



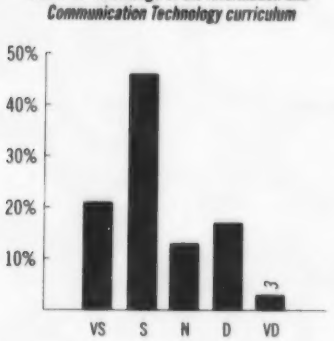
Students' knowledge of the Career and Personal Planning curriculum



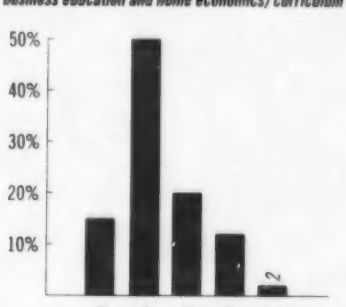
Students' knowledge, skills and attitudes related to the Mathematics curriculum



Students' knowledge of the Information and Communication Technology curriculum



Students' knowledge of the Applied Skills (technology, business education and home economics) curriculum



VS - Very Satisfied **S** - Satisfied **N** - Neutral **D** - Dissatisfied **VD** - Very Dissatisfied

APPENDIX I: GLOSSARY

Aboriginal Education Programs

Locally developed programs designed to improve the quality of education for Aboriginal students in the K-12 education system. The planning and delivery of all programs must involve the local Aboriginal community. Programs include:

- Aboriginal cultural and language programs, to provide all students with the opportunity to develop an understanding and appreciation of the history, language, culture, traditions, and issues of local Aboriginal peoples; and
- Aboriginal support services, designed for Aboriginal students requiring additional support to succeed in school, such as counselling, academic support and home-school liaison services.

Accreditation

A process involving all BC public schools, focusing on school improvement and accountability. Under the School Accreditation Regulation, the process involves participation in a school self-assessment, the development of a school growth plan, and evaluation by an external team. Student outcomes (knowledge, skills, and attitudes), parent/teacher satisfaction, and community satisfaction are examined and reported.

Adjudication

To ensure equitable access to and participation in Grade 12 provincial examinations, the ministry reviews adjudication requests for students with physical disabilities, visual impairments, hearing impairments, severe learning disabilities, and emotional/behavioural disorders. Adjudication can make provision for special format examinations, modification of the means, setting or recording of the examination, and the length of the examination session so students with disabilities can demonstrate their knowledge and understanding.

Adult Basic Education (ABE)

Programs that provide adult learners with basic life skills, literacy, numeracy, language skills, secondary school equivalency and/or prerequisites for entry into post-secondary education or the job market. Both colleges and school districts offer these programs.

Adult Graduation Diploma, or Adult Dogwood

The term Adult Dogwood previously referred to the Adult Graduation Program Certificate, an alternative secondary school completion certificate issued through the K-12 system. In May 1998, the Adult Dogwood and the Provincial ABE Diploma were harmonized and replaced by the new BC Adult Graduation Diploma (also known as the Adult Dogwood). This common credential is from both ministries (K-12 and post-secondary) and came into effect on September 1, 1999.

Adult Student

A student 19 years of age or older as of July 1 of the current school year.

Advanced Placement

Entering a post-secondary program at a point beyond which a learner would normally begin studies by obtaining course credit for skills and knowledge gained prior to application to the program. For example, Grade 11 and 12 students can accelerate their entry to post-secondary studies by earning credit for approved post-secondary courses and also counting these courses toward school graduation.

Alternative School Completion Certificates

Alternatives to the Dogwood Diploma, these include the Adult Dogwood (Adult Graduation Program Certificate), the General Educational Development Certificate (GED), the Adult Basic Education (ABE) Provincial Diploma, and Letters of Assessment. These certificates may be recognized in place of a Dogwood Diploma at the option of post-secondary institutions and employers.

Applied Academics

A focus for learning designed to motivate and challenge students to reach higher academic standards by connecting what they learn with the world they experience. BC has four Applied Academics provincial curriculum areas: Information Technology 11 and 12, Applications of Mathematics 9 to 12, Applications of Physics 11 and 12, and Technical and Professional Communications 12.

Articulation

The process of connecting two or more educational sectors, institutions or programs to help learners make a smooth transition within the system. For example, agreements and coordination between secondary and post-secondary institutions can ensure that secondary courses will complement and be recognized toward entry into courses or programs in post-secondary institutions.

British Columbia School Completion Certificate

Issued to a student in the K-12 system who has successfully completed the goals and objectives contained in his or her Individual Education Plan, in accordance with the requirements set out in Ministerial Order 205/95. This certificate is intended mainly for students with special needs, and does not represent secondary school level graduation (Dogwood Diploma).

Career and Personal Planning (CAPP) Curriculum

Comprising three interrelated elements focusing on the personal growth of students in Grades 8-12: the planning process, to help students develop goals and implement plans; personal development, to encourage healthy living and mental well-being; and career development, to explore the workplace and prepare for a job. There is also a work experience component for Grades 11 and 12.

Career Preparation Program

An educational program that includes work experience designed to prepare a student, in relation to a specific career sector, for entry into the work force, continued studies in school, or further study in a post-secondary institution.

Career Program

An educational program focusing on a career or career sector and combining related subjects with a work experience component which includes a Career Preparation Program, Co-operative Education Program, or a Secondary School Apprenticeship Program.

Class Size

The number of students taking the same course at the same time with the same instructor. Average class size is the total number of students divided by the total number of classes or divisions. Average class size is calculated at the school district and provincial levels.

Conseil scolaire francophone de la Colombie-Britannique (CSF)

The CSF is BC's only francophone education authority. It was established in 1995 to meet BC's obligation under the Charter of Rights and Freedoms to enable francophones to manage their own education programs. Of the 2,834 students enrolled in Programme Francophone in 1998/99, 2,536 were enrolled in the CSF in 18 districts. Students enrolled in CSF schools are taught the same standard curriculum as any other BC student; however, they receive their instruction in French, and have an added linguistic and cultural component. Since July 1999 the CSF has had jurisdiction over all francophone educational programs throughout the province.

Continuing Education

An education program offered by school districts, primarily for adults, leading to either secondary school completion or the upgrading of a current graduation certificate.

Curriculum

What students are expected to know and be able to do at each grade in each subject. School boards are required to address these expectations. See also Provincially Prescribed Curriculum, Integrated Resource Package and Learning Resources.

Direct Transition Rate

The percentage of all Grade 12 students enrolling in BC universities in the fall immediately after graduation. Students who delay their entrance, or who proceed to other universities or post-secondary studies, are not included.

Distance Education

Course work that takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting a flexible schedule. Distance education courses are available to public and non-public K-12 school students.

Dogwood Completion Rate (population-based)

An estimate of the proportion of students who started Grade 8 in a BC school and graduated or would graduate with a Dogwood Diploma. This rate, adjusted for population change over time, was used until 1996/97.

Dogwood Completion Rate (tracking-based)

The proportion of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a BC public or independent school. It includes migrants to BC who would have been in Grade 8 in the base year, and is adjusted for out-migration from BC. Most students graduate within the first five years of the six-year period. This rate, which uses Personal Education Numbers (PENs) to track students, is used in 1996/97 and subsequent years.

Dogwood Diploma

A certificate granted to students who meet secondary school graduation requirements by successfully completing Grade 11 and 12 required courses (Foundation Studies) and elective courses (Selected Studies). Also known as the British Columbia Certificate of Graduation.

Dual Credit

Credit for secondary school graduation that is also recognized for transfer of credit in courses and programs at post-secondary institutions.

Electronically Delivered Education

Publicly funded programs that allow K-12 students to study at home with the use of a computer. Typically, students are lent computer equipment that enables them to enhance their studies through additional media such as e-mail, on-line courses, learning software, and CD-ROMs.

English as a Second Language (ESL) Program

Designed for students whose use of English is sufficiently different from standard English that they require specialized services to adjust to the linguistic and cultural environment in order to be successful in the British Columbia school system.

Equity Groups

In this report equity groups are considered to be people of Aboriginal descent, visible minorities, people with disabilities, and women.

Equivalency

The process of receiving credit for a ministry authorized or locally developed Grade 11 or Grade 12 course, based upon documented achievement of learning outcomes from a course or program from another institution or jurisdiction.

External Credentials

External courses, programs, and credentials are developed and/or offered outside the BC school system. Students who successfully complete external courses, programs, or credentials approved by the ministry earn credit toward Grade 12 graduation.

Foundation Skills Assessment (FSA)

This assessment is administered annually to all students in Grades 4, 7, and 10. It measures student achievement in reading comprehension, first draft writing, and numeracy.

Francophone Education Authority (FEA)

See Conseil scolaire francophone de la Colombie-Britannique.

Full-Time Equivalent (FTE) Student

A measure equivalent to the number of students participating full-time (i.e. for a full day, full week) in the education system. For example, a Kindergarten student is considered a 0.5 FTE; full-day Kindergarten students are recognized as full FTEs. A school age student in Grades 1-12 (ages 5-19), enrolled full-time, is considered one FTE. One FTE for an adult student is equal to eight courses.

Funding Allocation System

The system the provincial government uses to allocate funds to the school districts for public education. The yearly amounts are derived through a formula based on relative costs for providing educational programs at the district level. The province also provides supplemental funding to cover capital costs and special programs.

General Educational Development Tests (GED)

GED testing is available to adult residents of British Columbia who have been out of a school system for at least one year and who have not graduated from secondary school or equivalent. The GED is a set of five multiple-choice tests in the areas of writing skills, social studies, science, literature and the arts, and mathematics. A successful candidate will receive a British Columbia Secondary School Equivalency Certificate. Certificate holders may qualify for a better job or for entry to some post-secondary education and training programs where the certificate is accepted in lieu of secondary school graduation.

Gender Equity Program

A program designed to improve opportunities, access, and support for the equitable participation of males and females at all levels and in all aspects of the educational system.

Headcount Enrolment

The number of students (as opposed to full-time equivalents) enrolled in each district, school, grade, program, or course.

Home School

Students may be taught at home, without the supervision of a school, but are registered with a public, francophone, distance education, or independent school or with the ministry. Of the 4,629 home school students in BC in 1998/99, 4,149 were registered in independent schools.

Independent School

A person or organization outside the public school system providing an educational program to 10 or more school-age students. These schools are governed by the *Independent School Act* and are grouped into four funding classifications. Group 1 schools offer programs consistent with BC curriculum, employ certified teachers, maintain adequate education facilities, and meet municipal codes. They receive per-student grants at 50 per cent of the student costs of local public schools. Group 2 schools meet the same requirements as Group 1 schools, but receive student grants at the 35 per cent level because their per-student costs exceed those of the local public schools. Group 3 schools must maintain adequate facilities and meet municipal codes; they do not receive provincial grants. Group 4 schools cater to non-provincial students. They meet the same curriculum requirements as Group 1, and at least 80 per cent of their teachers are certified. These schools must be bonded and are not eligible for grants.

Individual Education Plan

An educational document that defines what goals and standards an individual student is expected to achieve, and what supports, adaptations, or modifications are required to enable the student to meet those goals. Students with special educational needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

Integrated Resource Package (IRP)

An educational document that provides some basic information required by K-12 teachers to implement a subject/course. It contains provincially prescribed learning outcomes (also known as provincially prescribed curriculum), suggested instructional strategies for achieving learning outcomes, suggested assessment strategies, and provincially recommended learning resources.

Job Skills

Skills required to be successful in the work force including (but not limited to) basic communication and writing skills, problem solving, organizational skills, mathematical skills, computer skills, personal management, and teamwork skills.

Learning Resources

Information that supports the curriculum. Learning resources come in various formats including print, online, video, CD-ROM, software, and multimedia.

Locally Developed Programs

The *School Act* gives school boards the authority to offer education programs that are developed locally to suit the specific needs of the community. As much as 20 per cent of curriculum can be made up of locally developed programs.

Open Learning Agency (OLA)

The OLA offers a range of college and university-level programs leading to certificates, diplomas and degrees, and works in partnership with other post-secondary institutions to provide distance learning. OLA operates the Knowledge Network, which has a mandate to provide educational programming to the general public, and works with the province's educational institutions to deliver formal instruction by means of television. OLA also co-ordinates such functions as the International Credential Evaluation Service and the educational "Credit Bank," which assesses and gives credit for previous formal and non-formal learning.

Parent Advisory Council (PAC)

Under the *School Act*, parents may establish an advisory council for the school their child attends. Through elected officers, the council may advise the board, principal, and staff on any matters relating to the school.

Participation Rate

The number of unique exam writers for a given course divided by the September 30 Grade 12 headcount enrolment. (A unique student is counted only once, regardless of how many times he or she writes the exam.)

Passport to Education

A program introduced in the 1987/88 school year to recognize and reward student achievement in Grades 9-12 in a broad range of academic and non-academic areas. The intent is to motivate all students to study consistently during the years leading to graduation, and to encourage them to pursue further education through post-secondary institutions and job-training programs. Financial credits ranging from $125 to $275 are awarded to the top 30 per cent of students in each grade, based on results, effort, citizenship, and community involvement.

Personal Education Number (PEN)

A permanent, unique identification number that is assigned to each K-12 student (and, increasingly, in the post-secondary system). PENs are used to generate statistics about student achievement and transition between grades, districts, and systems.

Prior Learning Assessment

Assessment by some valid and reliable means, by a qualified specialist, of what a student has learned through non-formal education, training, or experience.

Provincial Examinations

Measure student performance in selected Grade 12 academic courses. Some independent schools in BC and some public schools in the Yukon also participate. Provincial examinations are currently held in November, January, April, June, and August.

Provincial Learning Assessment Program (PLAP)

Provincial Learning Assessments are administered on a sample basis as needed to measure student achievement in specific subject areas such as science or social studies.

Provincial Learning Network (PLN)

A province-wide telecommunications network which connects K-12 schools with colleges, universities, institutes, Open Learning Agency sites, libraries, museums, and science and cultural sites.

Provincial Resource Program

An education program established by order of the minister and operated by a school board for students who, for health or other reasons, cannot attend their regular school. Students are enrolled on a short-term basis (three months or less) or on a long-term basis (more than three months).

Provincially Prescribed Curriculum

The provincially prescribed (required) curriculum is contained within Integrated Resource Packages (IRPs) in the form of learning outcomes. These are statements of what students are expected to know and be able to do in each grade. They describe the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. All learning outcomes complete the stem: "It is expected that students will . . ."

Public School

A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include standard, continuing education, and distance education schools.

School Age

Youth who are at least five years old by December 31 of the current school year and less than 19 years old by July 1 are legally required to attend school.

School Board

An elected board of trustees as constituted under the *School Act*.

School Completion Rate

An estimate of the proportion of students who started Grade 8 in a BC school and graduate with a Dogwood Diploma or an alternative secondary school completion certificate. This rate is adjusted for population changes over time. See also Dogwood Completion Rate.

School District

A geographic area constituted as a district under the *School Act*. There were 59 school districts and the Francophone Education Authority in the province at the time of this report.

School District Annual Report

Each school board is required to prepare and submit a report, by December 31 each year, on the effectiveness of educational programs offered in the district during the previous school year. The report must include a statement of the board's mission or vision for the district, a list of goals and objectives, and information relating to a series of key indicators of student and school performance.

School Growth Plan

A developmental plan, coming out of the school accreditation process, which outlines school initiatives to be implemented over a six-year cycle. This plan should identify several key areas that are broad in scope, yet provide focus for enhancing student learning opportunities. See also Accreditation.

Secondary School Apprenticeship

A provincial career program which provides the opportunity for secondary school students to earn dual credit for their workplace-based training when they are registered as apprentices while attending secondary school. Students can earn 16 credits for their workplace-based training.

Special Education

Refers to a range of student support services provided by school districts to respond to the educational needs of its students, particularly those who are gifted or have a disability.

Students with Special Needs

Students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, have a learning disability, or have exceptional gifts or talents.

Success Rate

The percentage of all students who obtain a passing grade (A, B, C+, C, or C-) on a provincial examination.

University Eligibility

Graduation with a Grade Point Average (GPA) of at least 2.5 (A=4; B=3; C+=2.5; C=2; C-=1). The GPA is calculated by averaging English 12 and the three other highest-graded Grade 12 courses. University eligibility is a measure of eligibility to apply for university entrance. It is not by itself a guarantee that the application will be successful; it is not a formal qualification.

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PROVINCIAL SUMMARY OF TOTAL BUDGETED REVENUES AND EXPENDITURES, SCHOOL YEARS 1996/97 TO 1998/99

BUDGETED DISTRICT REVENUES	96/97 Final	% of total	97/98 Final	% of total	98/99 Final	% of total
Provincial operating grants	$3,413,240,834	95.8%	$3,458,457,749	95.4%	$3,496,901,658	94.6%
Provincial collective agreement	$0	0.0%	$0	0.0%	$30,253,700	0.8%
Special purpose grants	$12,273,959	0.3%	$7,891,084	0.2%	$3,778,375	0.1%
Local revenue (net of special purpose grants)	$107,032,641	3.0%	$133,919,064	3.7%	$134,043,404	3.6%
Operating surplus	$30,364,215	0.9%	$24,094,956	0.7%	$29,205,425	0.8%
Debt services (capital) — interim financing	$0	0.0%	$0	0.0%	$1,159,600	0.0%
Total budgeted district revenues *	**$3,562,911,649**	**100.0%**	**$3,624,362,853**	**100.0%**	**$3,695,342,162**	**100.0%**
BUDGETED DISTRICT EXPENDITURES						
Operating expenditures (functions 1 – 9) **						
Instructional salaries and benefits	$2,550,830,097	71.6%	$2,600,454,235	71.7%	$2,633,498,814	71.3%
Instructional supplies and services	$159,813,552	4.5%	$164,903,414	4.5%	$162,698,253	4.4%
Operations and maintenance	$444,552,313	12.5%	$445,540,257	12.3%	$451,326,949	12.2%
Administration	$295,085,157	8.3%	$294,760,235	8.1%	$297,787,582	8.1%
Transportation	$82,112,322	2.3%	$85,185,536	2.4%	$86,365,380	2.3%
Debt services (operating)	$94,560	0.0%	$249,544	0.0%	$450,083	0.0%
Provincial collective agreement	$0	0.0%	$0	0.0%	$28,912,378	0.8%
Operating deficit	$1,971,445	0.1%	$4,072,962	0.1%	$5,897,041	0.2%
Education change/implementation training	$10,068,531	0.3%	$11,940,427	0.3%	$11,936,478	0.3%
Local capital (plus local capital deficit)	$18,383,672	0.5%	$17,256,243	0.5%	$13,968,282	0.4%
Debt services (capital) — interim financing	$0	0.0%	$0	0.0%	$1,159,600	0.0%
Total budgeted district expenditures *	**$3,562,911,649**	**100.0%**	**$3,624,362,853**	**100.0%**	**$3,694,000,840**	**100.0%**
TOTAL BUDGETED EXPENDITURES						
Total budgeted district expenditures (see above)	$3,562,911,649	88.9%	$3,624,362,853	88.7%	$3,694,000,840	88.9%
Budgeted ministry expenditures on behalf of districts						
Learning resources	$27,279,458	0.7%	$29,526,428	0.7%	$28,508,771	0.7%
Provincial learning network	$0	0.0%	$0	0.0%	$14,110,944	0.3%
Debt services (capital) ***	$418,190,722	10.4%	$432,260,602	10.6%	$420,000,000	10.1%
Total expenditures budgeted by or for districts	**$4,009,381,829**	**100.0%**	**$4,086,149,883**	**100.0%**	**$4,156,620,555**	**100.0%**

* *Excludes Accreditation and Annual Capital Allowance to ensure consistency with 1996/97 and onward budgets.*

** *Some functions are no longer in use.*

*** *As of April 1, 1998, school boards have been released from most debt servicing obligations and these have been assumed by the Province. In this table, amounts prior to 1998/99 have been restated for consistency.*

Due to rounding, the sums of the individual items may not agree with the totals.

Source: School Finance and Capital Planning Branch.

BUDGETED EXPENDITURES IN SPECIAL PROGRAMS

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Career preparation	$26,110,449	$34,518,367	$38,401,624	$44,831,630	$44,479,479	$43,541,515
ESL	$58,200,915	$73,556,799	$75,203,317	$74,759,959	$85,944,266	$78,848,547
Aboriginal	$24,609,754	$34,239,824	$36,492,401	$39,210,242	$40,326,506	$40,304,774
Special education (excluding gifted)	$360,291,111	$403,404,843	$421,521,885	$441,245,076	$450,843,852	$463,774,775
Special education (gifted)	$16,708,903	$15,575,728	$14,861,133	$13,128,327	$12,322,256	$10,741,177
Language programs	$81,866,118	$75,802,936	$70,791,633	$66,532,037	$69,711,677	$70,097,084
Totals	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**

Source: School Finance and Capital Planning Branch

SPENDING FOR PROGRAMS DESIGNED TO IMPROVE EQUITY OF ACCESS

Over $590 million was budgeted for 1998/99 to improve equity of access for 169,000 full-time equivalent students in the following programs:

PROGRAM	[illegible]
Special education (excluding gifted)	$463,774,775
Francophone program	$1,295,373
English as a second language (ESL)	$78,848,547
Aboriginal education	$40,304,774
Special education (gifted)	$10,741,177
Total cost of programs	**$594,964,646**

Source: School Finance and Capital Planning Branch

APPENDIX III FUNDING

PROVINCIAL SUMMARY OF TOTAL BUDGETED REVENUES AND EXPENDITURES, SCHOOL YEARS 1996/97 TO 1998/99

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Language programs	$81,866,118	$75,802,936	$70,791,633	$66,532,037	$69,711,677	$70,097,084
Totals	**$567,787,250**	**$637,098,497**	**$657,271,993**	**$679,707,271**	**$703,628,036**	**$707,307,872**

Source: School Finance and Capital Planning Branch

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